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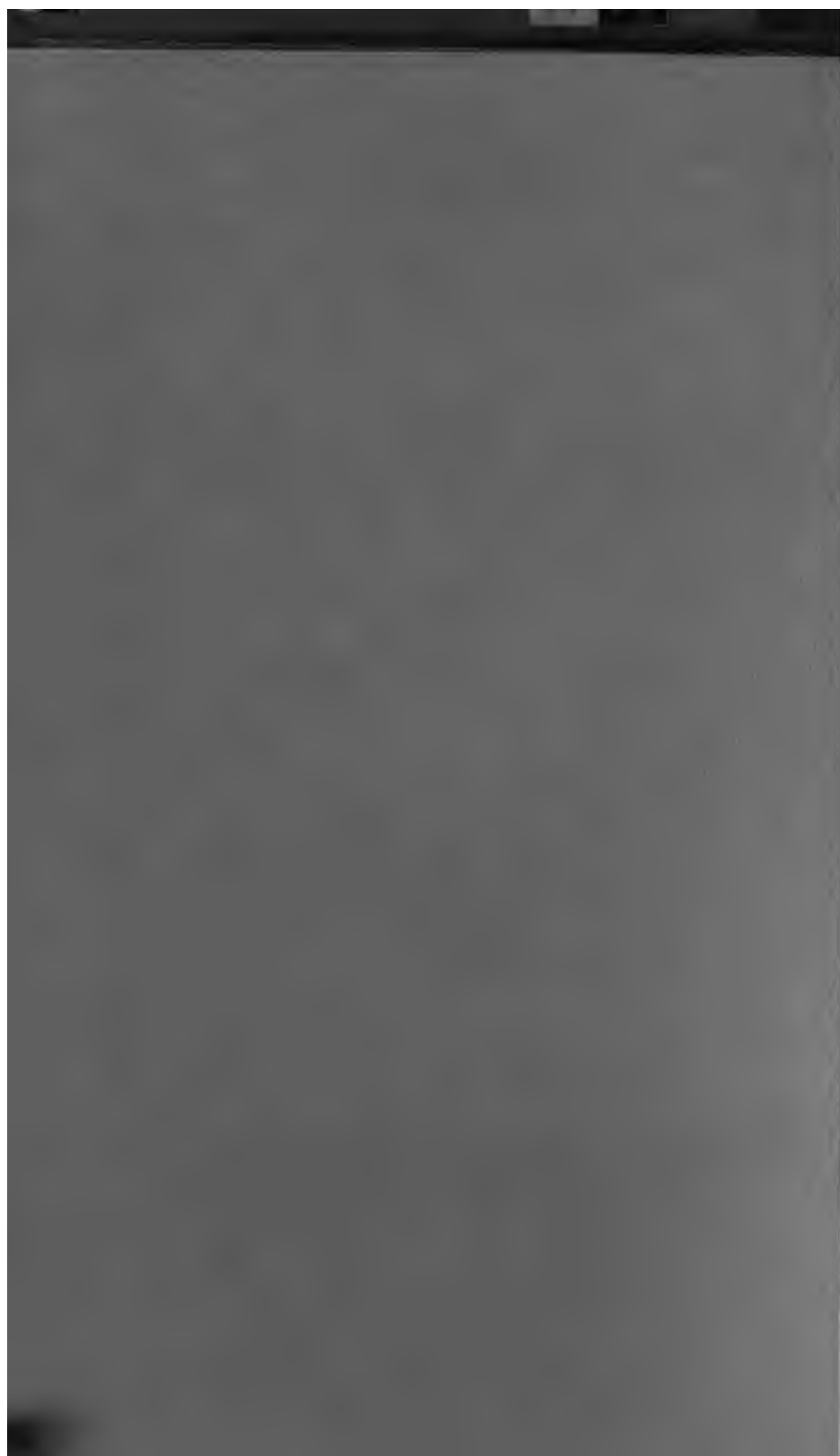
## **LATIN AND PRACTICAL LIFE**

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## **LATIN AND PRACTICAL LIFE**

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# THE RELATION OF LATIN TO PRACTICAL LIFE

CONCRETE ILLUSTRATIONS IN THE  
FORM OF AN EXHIBIT

BY

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*Assistant Professor of Latin in the University of Wisconsin*

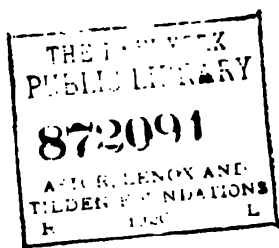
ASSISTED, IN PREPARATION OF ORIGINAL EXHIBIT, BY

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NEW AND REVISED EDITION

PUBLISHED BY THE AUTHOR  
MADISON, WISCONSIN



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Published August 1913  
Second Impression March 1914  
Second Edition November 1914  
Third Edition November 1916  
Second Impression September 1918



Composed and Printed By  
The University of Chicago Press  
Chicago, Illinois, U.S.A.

"Segnius irritant animos demissa per aurem  
Quam quae sunt oculis subiecta fidelibus."

—Horace, *Ars Poetica*, ll. 180–181





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## PREFACE

In these days of confusion as to the real ends of education and contention as to the meaning of terms employed in defining them, one fact at least is clear and beyond any question of dispute, namely, that the modern world is insisting upon a definite answer from educators as to the value of various studies now in the curriculum of schools and colleges. It is asking from teachers in clear and unmistakable terms such questions as these, "Of what use is your subject?" "What is its bearing upon the affairs of practical life?" And however foolish the questions may seem and despite the difficulties of answering them in terms of the "practical"—a word that has as many meanings as there are ideals of life—every teacher must be ready to respond.

The supporters of vocational studies looking directly to commercial ends have long had their answer ready, and in a form so striking and concrete that the modern world has no difficulty in understanding it. For various reasons, also, teachers of the sciences, history, English, mathematics, and modern languages have had comparatively little difficulty in convincing the world that their subjects are useful. But the task has been harder for the teacher of the classics, not because he had a less "useful" contribution to make to the cause of education, but because it lent itself less readily to definition in terms which the man in the street would regard as in any sense "practical." And so in many cases he has not answered it at all, preferring rather to take the attitude of the pagan worshipers at Ephesus who met the claims of the new religion by gathering around the statue of their goddess and shouting in the ears of the Christians, "Great is Diana of the Ephesians!" without stopping to answer the questions, "Just *how* is she great?" "What can she really do for those who follow her?"

The writer has felt for a long time that failure to give a direct answer in a striking and concrete form to this question, "Is there any relation between the study of Latin and practical life?" or as the high-school boy puts it, "What's the use of Latin anyway?" has been at the basis of much of the discontent concerning Latin. The Exhibit as outlined in the following pages was begun as a pedagogical experiment to prove or disprove this theory. It took the present form because of the assumption that a few concrete illustrations arranged in a way to strike the eye and to hold the attention are better than any number of abstract statements ineffectively presented.

Because of the wealth of material and the many sides from which the question may be viewed, it has been difficult in many cases to select matter for illustration. In general the writer has kept in mind the needs and interests of the average high-school boy and girl. However, many other points and devices for illustrating them will at once occur to the skilful teacher as being quite as much worth while as those chosen. It will be noted that the testimony of classical teachers has been almost entirely disregarded in favor of that from other sources.

While the Exhibit as a whole is concerned with Latin, it has been impossible in many cases to separate it from Greek. Hence the latter term appears in several of the headings and in some of the illustrative matter.

As regards the spirit of the Exhibit, the writer has aimed to keep it entirely free from any invidious reflection on other subjects of the curriculum. Nothing is further from the purpose of the Exhibit than to extol Latin at the expense of other studies, nor is it to be understood that all the advantages claimed for the study of Latin are the exclusive possession of that study.

The author cannot adequately express her gratitude for the kindly appreciation and material assistance of the Classical Association of the Middle West and South in promoting the publication. She is especially indebted to Mr. Frank J. Miller, one of the editors of the "Classical Journal," and to the following committee appointed by the Association at its meeting in Cincinnati in April, 1912, to consider plans for putting the Exhibit in printed form: Benjamin L. D'Ooge, Ypsilanti, Michigan, chairman; Walter Hullihen, Sewanee, Tennessee; Frank J. Miller, Chicago; Moses S. Slaughter, Madison, Wisconsin; and H. L. Senger, Cincinnati, Ohio.

The author also wishes to express her thanks to Mr. Arthur Chenoweth of the Oak Park High School for very material assistance in first preparing the Exhibit and for hearty sympathy in the work of publication.

OAK PARK, ILL.  
May 26, 1913

Attention is called to the fact that *The Relation of Latin to Practical Life* is a copyrighted book. It is not intended that the material in it be printed, published, or advertised for circulation for profit either by way of rent or by sale.

## THE PURPOSE OF THE MANUAL AND DIRECTIONS REGARDING ITS USE

The purpose of this Manual is to afford material for making an Exhibit which shall answer in concrete form the high-school boy's question, "What's the use of Latin?" It aims, not to afford new information in connection with the subject of the Latin language and its usefulness, but rather to present information already known through abstract statements, in so striking and concrete a form that it will arouse the interest of the pupil and hold his attention. To this end, the chief ways in which an intelligent man may actually "use" his Latin have been worked out in graphic form for transference to cards of bristol board (22 in.  $\times$  28 in.) which when completed in accordance with the directions given in the Manual,<sup>1</sup> are to be arranged in order and displayed on the walls of some room in the school building suitable for the purposes of such an Exhibit. In most cases the Manual will furnish more material than the teacher is able to transfer to the cards. Thus, while each page technically represents a card, it will often be found necessary to select parts of the material, omitting the rest entirely or mounting it in typewritten form. In choosing material for illustration, the teacher should be governed very largely by the personal interests of the pupils and the needs of the community. In some cases, indeed, it may be better to disregard many of the illustrative devices of the book and to work out the idea with original material especially adapted to the situation. But in either case the teacher should work it out with the pupils. In fact, the pedagogical value of the idea is very largely dependent upon the success the teacher has in winning the co-operation of the pupil in the labor of collecting and arranging the material and thereby arousing a real interest and enthusiasm for the idea back of it. The finished Exhibit should not be the product of the teacher's zeal alone but should embody in varying degrees the personal effort of every pupil. His convictions on the value of Latin are, after all, the chief point; and the more they spring from his personal experience in actually verifying for himself by his own discoveries the statements made in the headings to the cards, the deeper and more lasting they will be. In other words, the pupil should not feel that the conclusions have been thrust upon him, but that he has arrived at them himself in following out the suggestions of the cards.

### THE CARDS

The edition of sixty cards with printed headlines formerly sent out with the Manual is now exhausted. Blank cards, however, may easily be secured from any large paper house, such as Dwight Brothers Paper Co., 626 South Clark St., or Bradner, Smith & Co., 175 West Monroe St., Chicago, Illinois. The latter furnish gray and white cards to purchasers of the Manual at the following rates:

	Per hundred
Court gray, tinted Bristol, 3 ply, 22½ $\times$ 28½ in.....	\$2.75
White Faust Bristol, 2 ply, 22½ $\times$ 28½ in.....	1.75

Samples of these and others will be forwarded upon request. But almost

<sup>1</sup>For illustrations, see the following pages.

any card of bristol board, not too heavy, will serve the purpose equally well. The teacher will need from sixty to one hundred in order to prepare the Exhibit satisfactorily.

#### RUBBER STAMPS

The material is best transferred by rubber stamps. These can be secured from any large stationery store. Special rates are given to purchasers of the Manual by the Netherwood Printing Company, Madison, Wisconsin. A catalogue showing sizes of letters, prices, etc., is enclosed with the Manual. For general purposes Nos. 120 and 11 are very useful. It is desirable to have the headlines large enough to be seen easily from any part of the room, and the choice of type should be governed by this consideration. The signs should be in larger type.

#### SIGNS

The divisions of the subject should be clearly distinguished by signs in large and striking type. The following are most important:

1. The title of the Exhibit.
2. The nine divisions of the subject as given in the Outline.
3. Such subdivisions under II as seem necessary to a clear presentation of the subject.
4. The headings of the various professions under VII.

The Dennison Paper Co., 16 East Randolph St., Chicago, Illinois, furnish gummed-paper letters in various sizes, which make very effective signs. This part of the lettering may also be done by hand to great advantage in the case of boys studying mechanical drawing.

#### METHOD OF HANGING THE CARDS

The cards may be pinned or attached by hooks to mosquito netting hung from the molding of the room or to rings on brass rods suspended by wires. Small hooks suitable for this purpose may be obtained from the Dennison Paper Co.

#### A DEVICE IN PLACE OF THE CARDS

In case the teacher does not wish to undertake the task of filling out the cards, very good results may be obtained by asking pupils to keep large scrapbooks in which certain headings of the Manual are copied and the illustrations prepared as in the case of the large Exhibit, handwriting or typewriting taking the place of the printing used on the cards. This device has the advantage of being easier to manage and more personal in its results, although it is far less striking in its appeal to the school as a whole.

**HOW LATIN HELPS US TO  
SEE THE REAL MEANING  
OF SOME OF OUR ENGLISH  
WORDS :**

**CARBUNCLE** comes from the  
Latin word **CARBO** which means  
A LIVE COAL.

**SECRETARY** comes from  
**SECRETARIUS** which means A KEEPER  
OF **SECRETA** OR SECRETS.

**TRIVIAL** comes from **TRIVIALIS**  
which means BELONGING TO THE  
CROSSROADS - **TRES VIAE** - OR PUBLIC  
STREETS, hence **COMMONPLACE**, **TRIFLING**



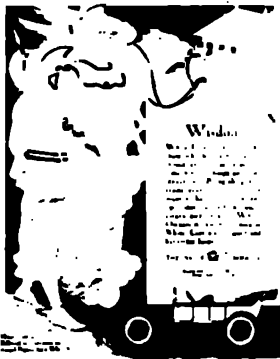
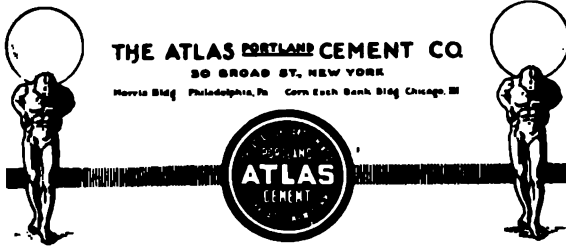
THIS ITALIAN NEWSPAPER  
SHOWS HOW MUCH LATIN  
THERE IS IN THE LANGUAGE.

## LA VOCE

C'è o non c'è il colera?

Illustration of a card based on the heading of page 39

**THESE STRIKING ADVERTISEMENTS  
ARE BASED ON THE MYTHS OF  
GREECE AND ROME; THE BUSINESS  
WORLD ASSUMES THAT EVERY-  
ONE KNOWS THESE STORIES:**



## MIDAS

## NON-REPARATING

**NO SHARING BEHIND**

## RESULTS & CONCLUSIONS

**Abstract**

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• \_\_\_\_\_



## **Achilles Leaped Full** **Armed into the Arena**

It was that was one of the big things that led to the  
break out of the war. And the only way to get  
anybody to come in is to get them to  
believe in something that is worth fighting for.

Illustration of a card based on pages 106 and 107

**NOTICE HOW MANY WORDS IN  
GEOMETRY ARE OF CLASSICAL  
DERIVATION, THE STUDY OF LATIN  
MAKES IT EASIER TO LEARN MATH-  
EMATICS.**

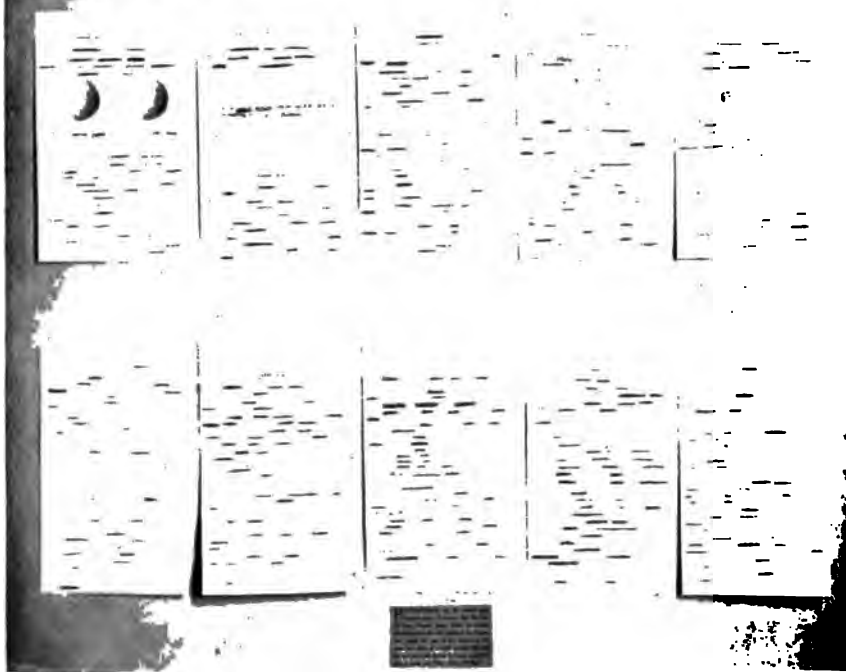


Illustration of a card to bring out the fact that many terms used  
in mathematics are classical

## **OUTLINE**

- I. Latin makes the English language more intelligible.**
- II. Latin and Greek are of supreme value to the mastery of literary English.**
- III. Latin is the foundation of French, Italian, Spanish, Portuguese, and Roumanian. It is also a good basis for the study of language in general.**
- IV. Latin affords excellent mental training.**
- V. Latin and Greek are essential to an intimate knowledge of art and decorative designs in general.**
- VI. Latin and Greek words form a large part of the terminology of science.**
- VII. Latin contributes more or less directly to success in the professions.**
- VIII. Latin illuminates textbooks of Roman history and gives a deeper insight into that great civilization from which our own has inherited so largely.**
- IX. Other ways in which the study of Latin makes the world about us more interesting.**



**I**

**LATIN MAKES**

**THE**

**ENGLISH LANGUAGE**

**MORE**

**INTELLIGIBLE**

## **LATIN HELPS US TO SEE THE REAL MEANING OF SOME OF OUR WELL-KNOWN ENGLISH WORDS**

Carbuncle comes from the Latin word **carbo**, which means a live coal.

Secretary comes from **secretarius**, which means a keeper of **secreta** or secrets.

Trivial comes from **trivialis**, which means belonging to the crossroads—**tres viae**—or public streets, hence commonplace.

Exonerate comes from **exonerare**, which means to free from a burden—**ex**, from, and **onus**, a burden.

Rival comes from **rivalis**, which means dwelling by the same brook—**rivus**—and contending for the right to use it.

Cardinal comes from **cardo**, a hinge, hence it means of fundamental importance.

Detriment comes from **deterere**, which means to rub or wear away.

Tent comes from **tendere**, to stretch, hence it is a shelter made of some strong material stretched over poles.

Lieutenant comes through the French from **locus**, a place, and **tenere**, to hold, hence it means an officer who supplies the place of a superior in the latter's absence.

Fine comes from **finis**, end, hence it means a sum of money paid so as to make an end of a transaction, suit, or prosecution.

Discursive comes from **discurrere**, to run to and fro, hence it means passing from one thing to another, digressive.

Manicure comes from **manus**, hand, and **curare**, to care for, hence it means a person who takes care of people's hands.

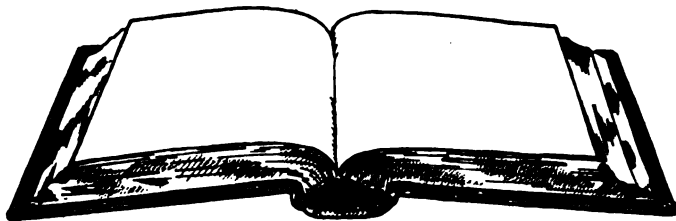
Candidate comes from **candidatus**, which is derived from **candidus**, white. The Roman candidate was accustomed to wear a clean white toga when canvassing for votes.

## LATIN IS THE KEY TO THE MEANING OF MANY UNUSUAL ENGLISH WORDS

- a *veridical* story . . . . . Veridical, from the Latin **verus**, true, and root appearing in **dicere**, to say—truthful.
- a *clamant* evil . . . . . Clamant, from **clamare**, to cry out—demanding notice.
- the African *littoral* . . . . . Littoral, from **litus**, seashore, coast.
- a *gregarious* person . . . . . Gregarious, from **grex**, herd, and **arius**, belonging to—a person who likes to be where the crowd is.
- nugatory* results . . . . . Nugatory, from **nugae**, trifles—insignificant.
- a *minatory* voice . . . . . Minatory, from **minari**, to threaten—threatening.
- a *mellifluous* voice . . . . . Mellifluous, from **mel**, honey, and **fluere**, to flow—smooth and sweet.
- matutinal* meal . . . . . Matutinal, from **matutinus**, of the morning—morning.
- a *punitive* expedition . . . Punitive, from **punire**, to punish—made for the purpose of inflicting punishment.
- alimental* recompense . . . Alimental, from **alere**, to nourish—nourishing.
- pursuit of *pulchritude* . . Pulchritude, from **pulchritudo**, beauty—beauty.
- concoctive* powers . . . . . Concoctive, from **concoquere**, to cook together, to digest—digestive.
- recondite* meanings . . . . . Recondite, from **recondere**, to conceal—hidden, secret.
- tenebrous* thoughts . . . . . Tenebrous, from **tenebrosus**, dark—dark, gloomy.
- mentioned with *obloquy* . . Obloquy, from **obloqui**, to speak against—censure.
- a *recalcitrant* voter . . . . . Recalcitrant, from **recalcitrare**, to kick back—showing repugnance or opposition.



**THIS ENGLISH DICTIONARY SHOWS BY ITS COLORING  
THAT THE PERCENTAGE OF WORDS OF CLASSICAL  
ORIGIN IS VERY LARGE**



“The fact that what is called a complete English dictionary contains three Latin or Greek derivations to one word from a Saxon or any other Gothic source, shows us that to the educated man the liveliest part of his language, so far as science and the higher order of things are concerned, is the Latin and Greek contingent.”—Dr. W. T. Harris, late Commissioner of Education, article on What Kind of Language Study Aids in the Mastery of Natural Science? “The School Bulletin,” December, 1907.

“Two-thirds of the words which we have at our command (that is, the words found in a dictionary) are Latin; while, in our ordinary daily speech, half the words we use outside of what we may call the “small change” of language, such as *and*, *we*, *to*, *on*, *of*, are Latin. The little boy who says in the street, ‘please give me a cent, Mister,’ is speaking just one-half Anglo-Saxon English and one-half Latin English (‘give,’ ‘me,’ and ‘a’ have come down from Anglo-Saxon, and ‘please,’ ‘cent,’ and ‘Mister’ from Latin).”—William Gardner Hale, Professor of Latin, University of Chicago, Introduction to “A First Latin Book.”

“There is no doubt that if we were to include all compounds and all scientific terms . . . the Graeco-Latin element of words in our dictionary enormously outnumbers the Teutonic.”—Sir James Murray, Editor of the “New Oxford Dictionary.” Letter to author, February 3, 1913.

NOTE.—Color the pages of this book red and green to represent your idea of the approximate proportion of words of classical origin as compared with those from other sources.

THE FOLLOWING UNDERLINED WORDS IN THESE  
ENGLISH WRITERS SHOW HOW MUCH OUR  
LANGUAGE IS INDEBTED TO LATIN

BURKE

"You imagined, when you wrote last, that I might possibly be reckoned among the approvers of certain proceedings in France, from the solemn public seal of sanction they have received from two clubs of gentlemen in London, called the Constitutional Society and the Revolution Society."—"Reflections on the French Revolution."

ADDISON

"The first and most obvious reflections which arise in a man who changes the city for the country are upon the different manners of the people whom he meets with in those two different scenes of life."—"Sir Roger de Coverley."

SHAKESPEARE

"Cassius, be not deceived: if I have veiled my look,  
I turn the trouble of my countenance  
Merely upon myself. Vexed I am  
Of late with passions of some difference,  
Conceptions only proper to myself."  
—"Julius Caesar."

MILTON

"For books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them."  
—"Areopagitica."

MACAULAY

"Johnson came among them the solitary specimen of a past age, the last survivor of the genuine race of Grub Street hacks; the last of that generation of authors whose abject misery and whose dissolute manners had furnished inexhaustible matter to the satirical genius of Pope."—Essay on "Boswell's Life of Johnson."

GEORGE ELIOT

"In that far off time superstition clung easily round every person or thing that was at all unwonted, or even intermittent and occasional merely."—"Silas Marner."

"THE AMERICAN MAGAZINE"

"The National Republican Convention was called to meet in Minneapolis, June 7, 1893. There was no serious contest for presidential nomination."

"THE ATLANTIC"

"Dreams usually occur in the morning, and are normally a product of light sleep, representing the gradual reinstatement of consciousness after the earlier and more profound slumber."

"THE CHICAGO TRIBUNE"

"While the safeguarding and improvement of the lake water take place, a heavy percentage of the people make use of water that is handled commercially by large concerns in this city of Chicago and elsewhere."

"THE CHICAGO DAILY NEWS"

"It is not definitely settled, according to good authority, that Mr. Bryan will sit with the national committee as proxy for the State of Nebraska."

ROBERT HICHENS

"Evidently she had infected him with an intention similar to her own. She went on, still hearing the step, turned the corner and stood face to face in the strong evening light with the traveller."—"The Garden of Allah."

"THE CHICAGO RECORD-HERALD"

"New Mexico, the forty-seventh state to enter the Union, ceased to be a territory at 1:35 P.M. today, when President Taft signed the proclamation of statehood."

**WHY NOT LEARN THE MEANING OF THE  
ROOT WORD AND THUS AVOID THE  
NECESSITY OF USING THE ENGLISH  
DICTIONARY SO OFTEN?**

Drawing of a tree with **video**, *see*, printed at its roots  
and such English derivatives as the following printed  
on its branches:

visible, visage, visor, vision, vista, visual, provi-  
dent, evident, visit, etc.

Drawing of a tree with **patior**, *suffer*, printed at  
its roots and such English derivatives as the fol-  
lowing printed on its branches:

compassion, passive, impassive, compatible,  
impatience, patient, passion, etc.

Drawing of a tree with **venio**, *come*, printed at its  
roots and such English derivatives as the following  
printed on its branches:

uneventful, event, inventor, eventual, invent,  
advent, adventitious, adventure, inventory, etc.

**NOTE.**—The freshman Latin class of the high school may well be intrusted with  
the preparation of this part of the Exhibit.

**WORDS WHOSE MEANINGS ARE BEST EXPLAINED BY  
A KNOWLEDGE OF THE CLASSICAL CHARACTERS  
FROM WHOSE NAMES THEY ARE DERIVED**

**AUGUST**

Picture of  
Augustus

**HERCULEAN**

Picture of  
Hercules

**VOLCANO**

Picture of  
Vulcan

**JULY**

Picture of  
Julius Caesar

**PANIC**

Picture of  
Pan

**MERCURIAL**

Picture of  
Mercury

**IRIDESCENT**

Picture of  
Iris

**PHAETON**

Picture of  
Phaethon

**CHIMERA**

Picture of  
the Chimaera

**MARTIAL**

Picture of  
Mars

**JANUARY**

Picture of  
Janus

**MUSEUM**

Picture of  
the Muses

**ATLAS**

Picture of  
Atlas

**CEREAL**

Picture of  
Ceres

**FATALIST**

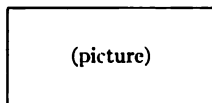
Picture of  
the Fates

**THE ENGLISH LANGUAGE CONTAINS A LARGE NUMBER OF ACTUAL LATIN WORDS WHICH HAVE NOT BEEN CHANGED SINCE THE TIME OF THE ROMANS**

census	hiatus
interim	honor
dictum	horror
ultimatum	humor
superior	ignoramus
inferior	maximum
consul	minus
actor	minimum
agitator	moderator
animal	murmur
cantata	orator
conservator	papyrus
dictator	par
doctor	pauper
error	pendulum
emeritus	plus
exterior	senior
fabricator	sinister
fungus	simulacrum
genus	terminus
gymnasium	victor

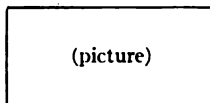
**HAVE YOU EVER NOTICED THAT THE NAME OF  
ALMOST EVERY MODERN SCIENTIFIC INVENTION  
IS COINED FROM GREEK OR LATIN, AND THAT  
THE NUMBER OF NEW WORDS THUS ADDED TO  
OUR LANGUAGE IS INCREASINGLY LARGE?**

**DIRIGIBLE**



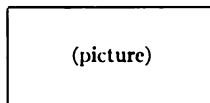
**L. dirigo, direct**

**DICTAPHONE**



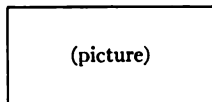
**L. dicta, words**  
**G. φωνέω, sound**

**AUTOMOBILE**



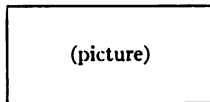
**G. αὐτός, self**  
**L. mobilis, movable**

**PULMOTOR**



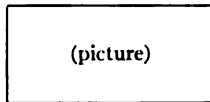
**L. pulmo, lung**  
**L. motus, movement**

**CALCUMETER**



**L. calculo, reckon**  
**or calculate**  
**G. μέτρον, measure**

**INCUEATOR**



**L. incubo, brood**  
**over**

**OTHER EXAMPLES**

Microphone  
Telautograph  
Photogravure  
Hectostat  
Autophon  
Hectograph  
Binocular  
Cyclometer  
Thermophone  
Electrometer

Barometer  
Micrometer  
Electroscope  
Dynamometer  
Locomotive  
Magnetometer  
Hydrometer  
Stereotype  
Mimeograph  
Telegraph

Graphophone  
Phonograph  
Electrophorus  
Photometer  
Pedometer  
Telephone  
Seismograph  
Pantograph  
Stereopticon  
Lactometer

**NOTE.**—To show how this practice is extended in the business world, collect such advertisements as these from the newspapers: **Dermophile Underwear, Aerolux Porch Shades, etc.**

## LATIN HELPS ONE TO SPELL CORRECTLY IN ENGLISH

culpable.....	L.	culpa
temporal.....	L.	temporis
original.....	L.	originis
separate.....	L.	separatus
receive.....	L.	receptus
accelerate.....	L.	acceleratus
imperative.....	L.	imperatus
necessity.....	L.	necessitas
difficult.....	L.	difficilis
facility.....	L.	facilis
calendar.....	L.	kalendarium
beneficial.....	L.	bène
success.....	L.	successus
similarity.....	L.	similis
Mediterranean.....	L.	terra
laboratory.....	L.	laborare
portable.....	L.	portare
incredible.....	L.	incredibilis
Caesar.....	L.	Caesar
pessimist.....	L.	pessimus
aeroplane.....	L.	aer
adolescent.....	L.	adolescens
derelict.....	L.	derelictus



**THE LATIN STUDENT UNDERSTANDS THESE VERY  
COMMON ABBREVIATIONS IN OUR ENGLISH  
LANGUAGE:**

A.B.....	Artium Baccalaureus, <i>Bachelor of Arts.</i>
A.C.....	Ante Christum, <i>before Christ.</i>
Ad. lib.....	Ad libitum, <i>at pleasure.</i>
A.D.....	Anno Domini, <i>in the year of our Lord.</i>
Ae. ....	Aetatis, <i>of age.</i>
A.M.....	Ante meridiem, <i>before noon.</i>
A.M.....	Artium Magister, <i>Master of Arts.</i>
B.Sc.....	Baccalaureus Scientiae, <i>Bachelor of Science.</i>
Cf.....	Confer, <i>compare.</i>
D.....	Denarius, <i>penny.</i>
D.D.....	Divinitatis Doctor, <i>Doctor of Divinity.</i>
E.g.....	Exempli gratia, <i>for example.</i>
Et al. ....	Et alii, <i>and others.</i>
Etc. ....	Et cetera, <i>and the rest, or and so forth.</i>
Fec. ....	Fecit, <i>he or she did it.</i>
H.e.....	Hoc est, <i>this is, or that is.</i>
Ib., Ibid. ....	Ibidem, <i>in the same place.</i>
Id. ....	Idem, <i>the same.</i>
I.e.....	Id est, <i>that is.</i>
Incog.....	Incognito, <i>unknown.</i>
In loc. ....	In loco, <i>in its place.</i>
Q.E.D.....	Quod erat demonstrandum, <i>which was to be proved.</i>
Q.l.....	Quantum libet, <i>as much as you please.</i>
Q.v.....	Quod vide, <i>which see.</i>
Scil. ....	Scilicet, <i>namely.</i>
St. ....	Stet, <i>let it stand.</i>
Ult.....	Ultimo, <i>of last month.</i>
Viz. ....	Videlicet, <i>namely.</i>
Vs. ....	Versus, <i>against.</i>

Ignorance of the above sometimes places one in a very unpleasant position, as is shown in the following story related by Miss Mendenhall of the New York Public library: "The other day a student came into the library for help on a list of references in history which he was to read before writing a thesis. He said, 'I have found most of the books in the Columbia library, but there is one author I can't find anywhere, and I have spent a good deal of time looking. He has a strange name and I have never heard of him as a historian, but he has written a good many of the books on my list; his name is "Ibid."'"—"The Dial," September 1, 1912.

## II

LATIN AND GREEK  
ARE OF  
SUPREME VALUE  
TO THE MASTERY  
OF LITERARY  
ENGLISH

A. LATIN AND GREEK ACQUAINT US WITH  
COUNTLESS ALLUSIONS TO CLASSICAL  
MYTHOLOGY IN ENGLISH LITERATURE

EXAMPLES OF REFERENCES TO MYTHOLOGY IN  
ENGLISH POETRY:

"Such strains as would have won the ear  
Of *Pluto* to have quite set free  
*His half-regained Eurydice*."

—Milton, "L'Allegro," ll. 148-50.

"The *Niobe* of Nations! There she stands,  
Childless and crownless, in her voiceless woe."

—Byron, "Childe Harold," Canto IV, 703-4.

"Melted to one vast *Iris* of the West."

—Byron, "Childe Harold," Canto IV, 240.

"*Foot-feather'd Mercury* appear'd sublime  
Beyond the tall tree tops."

—Keats, "Endymion," Bk. IV, 333-34.

"Dulcet-eyed as *Ceres' daughter*,  
Ere the *God of Torment* taught her."

—Keats, "Fancy," ll. 81-82.

"Then, *Goddess of the silver bow*, begin."

—Dryden, "The Secular Masque," l. 26.

"A little *Cyclops with one eye*  
Staring to threaten and defy."

—Wordsworth, "To a Daisy," ll. 25-26.

"Will all *great Neptune's* ocean wash this blood  
Clean from my hand?"

—Shakespeare, "Macbeth," Act II, sc. ii, 60-61.

"That orb'd maiden with *whitefire* laden,  
Whom mortals call the Moon."

—Shelley, "The Cloud," ll. 45-46.

NOTE.—For illustration of classical allusion, see Karl Harrington, "Live Issues in Classical Study" (1910), pp. 20-36; also E. L. Miller's article, The Greek in English, "Classical Weekly," IV (1910), 34-36. Paste other selections from English poetry with the classical references conspicuously underlined in red.

**SOME OF THE MANY ENGLISH POEMS ON CLASSICAL  
SUBJECTS, OR WITH A LATIN TITLE:**

"A Hymn to Artemis".....	by Maurice Hewlett
"Niobe".....	" Walter Savage Landor
"Endymion".....	" John Keats
"Lamia".....	" John Keats
"Epic of Hades".....	" Lewis Morris
"Ulysses".....	" Stephen Phillips
"Lament of Adonis".....	" Sir Edwin Arnold
"Echo".....	" Christina Rossetti
"Alexander's Feast".....	" John Dryden
"Oenone".....	" Alfred Tennyson
"Tithonus".....	" Alfred Tennyson
"Cynthia's Revels".....	" Ben Jonson
"Enceladus".....	" Henry W. Longfellow
"Arethusa".....	" Percy B. Shelley
"Hymn to Proserpine".....	" Algernon Swinburne
"Comus".....	" John Milton
"Ixion".....	" Robert Browning
"Venus of Milo".....	" Edward R. Sill
"Persephone".....	" Jean Ingelow
"Actaeon".....	" Alfred Noyes
"The Sirens".....	" Andrew Lang

**NOTE.**—The argument will be more striking if students co-operate in securing as complete a list as possible by consulting the indices of poetical works to be found in any large library. Such a typewritten list is a revelation to one who has never realized the extent to which our poetry is saturated with classical influence. Current magazines also furnish many examples.

ONLY AN INTIMATE KNOWLEDGE OF CLASSICAL  
LITERATURE CAN GIVE ONE THE FEELING NECES-  
SARY FOR THE INTERPRETATION OF EVEN THESE  
VERY MODERN POEMS:

IN MEMORIAM

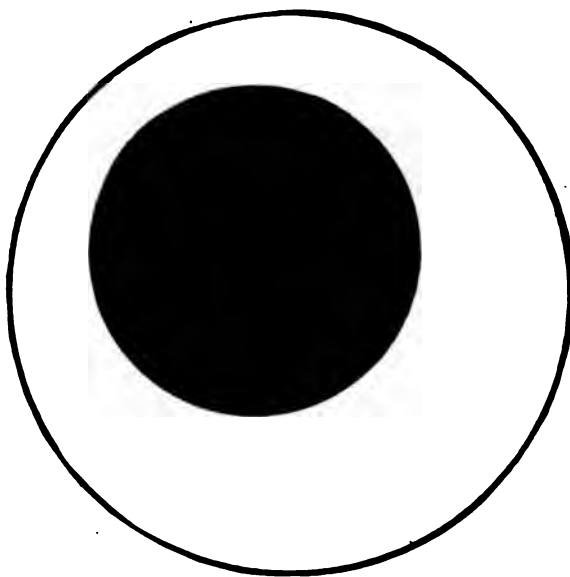
*Leo: A Yellow Cat*

"If, to your twilight land of dream,—  
Persephone, Persephone,  
Drifting with all your shadow host,—  
Dim sunlight comes with sudden gleam,  
And you lift veiled eyes to see  
Slip past a little golden ghost,  
That wakes a sense of springing flowers,  
Of nestling birds, and lambs new-born,  
Of spring astir in quickening hours,  
And young blades of Demeter's corn;  
For joy of that sweet glimpse of sun,  
O goddess of unnumbered dead,  
Give one soft touch,—if only one,—  
To that uplifted, pleading head!  
Whisper some kindly word, to bless  
A wistful soul who understands  
That life is but one long caress  
Of gentle words and gentle hands."  
—"Atlantic Monthly," January, 1913.

ARCADES AMBO

"See yon glad lover piping there  
To Amaryllis sweet?  
He hears the hum of golden bees  
Soft murmuring in the blossoming trees;  
He hears the tinkling of the bells  
Where feed his flocks in grassy dells;  
From out his lithe throat, glad and strong,  
He breathes a lover's joyous song,  
And pours it at her feet.  
Mark you this lover, thin and white,  
Beneath these somber skies?  
He sees a narrow, paven street  
At whose high top tall factories meet;  
He hears the shrill, metallic roar  
That shakes the trembling wall and floor.  
She toils beside him. He lifts high  
His passionate heart, with voiceless cry,  
To her young, patient eyes.  
Arcadians both—young Corydon  
At dalliance in the grassy grove,  
And he, with drudgery wan and worn,  
Whose soul is big with pain and love."  
—Helen Coale Crew, "The Outlook," January 27, 1912.

## **CIRCLE OF APPRECIATION OF ENGLISH POETRY**



This is your "blind spot" as regards the appreciation of English poetry if you do not understand the literature and mythology of Greece and Rome; that is, the black represents the amount which has no meaning for you. This is perhaps the reason why you do not "like" poetry.

**NOTE.**—The size of this "blind spot" is, of course, arbitrary.

**EXAMPLES OF REFERENCES TO MYTHOLOGY IN  
ENGLISH PROSE:**

"This is a *Janus-faced* fact."—"Atlantic Monthly."

"Certainly in this Exhibition . . . there is nothing that should send the critic, *Cassandra-like*, out to shout perdition from the housetops."—"Architectural Record," March 1913, p. 230.

"Mrs. Keith continued in the rôle of *Ganymede* until the ruby liquid was in the glasses."—Editorial, the "Chicago Tribune."

"Had some *Rhadamanthine* arbiter of his destiny compelled him to choose. . . ."—William Locke, "Glory of Clementina."

"Gentlemen, Mr. Montague Skinner, the Fifth Avenue *Narcissus*, one of the leaders of Metropolitan fashions."—Owen Johnson, "The Tennessee Shad."

"He suddenly conceived the idea of single handed matching his wits against the *Hydra* despotism."—Owen Johnson, "The Eternal Boy."

"When I awoke, I saw Mulvaney—leaning on his rifle at picket, lonely as *Prometheus*."—Rudyard Kipling, "The Courting of Dinah Shadd."

"He seemed to see her like a lonely rock-bound *Andromeda* with the devouring monster Society careering up to make a mouthful of her."—Edith Wharton, *The Custom of the Country*, "Scribner's Magazine," January, 1913.

"That the elective system was a great advance on the educational *Procrustes-bed* system which preceded it, I do not for a moment deny."—Charles Francis Adams, "Some Modern College Tendencies," p. 117.

"The publication of this book exposed the *Achilles heel* of the South."—A. M. Simons, "Social Forces in American History."

ISN'T IT ALTOGETHER LIKELY THAT IF YOU CAN'T UNDERSTAND THE LATIN AND GREEK REFERENCES YOU WILL HAVE A TENDENCY TO AVOID BOOKS WHICH CONTAIN THEM? BUT BY SO DOING YOU WILL BE DEPRIVED OF MUCH OF THE BEST ENGLISH LITERATURE FROM CHAUCER TO THE MIDDLE OF THE NINETEENTH CENTURY

A glance at this letter of Charles Lamb's shows you how necessary a knowledge of Latin is if you really want to understand it:

"I express myself muddily, capite dolente. I have a dulling cold. My theory is to enjoy life, but my practice is against it. I grow ominously tired of official confinement. Thirty years have I served the Philistines, and my neck is not subdued to the yoke. You don't know how wearisome it is to breathe the air of four pent walls without relief, day after day, all the golden hours of the day between ten and four, without ease or interposition. Taedet me harum quotidianarum formarum, these pestilential clerk-faces always in one's dish. Oh for a few years between the grave and the desk!—they are the same, save that at the latter you are the outside machine. . . . I dare not whisper to myself a pension on this side of absolute incapacitation and infirmity, till years have sucked me dry;—Otium cum indignitate. I had thought in a green old age (Oh green thought!) to have retired to Ponder's End (emblematic name, how beautiful!), in the Ware Road, there to have made up my accounts with Heaven and the company, toddling about between it and Cheshunt; anon stretching, on some fine Izaak Walton morning, to Hoddesdon or Amwell, careless as a beggar; but walking, walking ever till I fairly walked myself off my legs, dying walking! The hope is gone. I sit like Philomel all day (but not singing), with my breast against this thorn of a desk, with the only hope that some pulmonary affliction may relieve me."—Letter to William Wordsworth.

NOTE.—Mount passages from the prose of Milton, Burke, Carlyle, Macaulay, Goldsmith, Addison, Disraeli, etc., with classical references underlined.



**THE KNOWLEDGE OF MYTHOLOGY GAINED THROUGH  
LATIN SOURCES IS MORE INTIMATE AND MORE  
LASTING THAN THAT GAINED THROUGH ENGLISH  
ALONE; THEY SHOULD BE STUDIED TOGETHER**

The original sources often contain many personal touches, omitted in the ordinary textbook of mythology, which add very greatly to the interest of the story. For example, by comparing the accounts of "Atalanta's Race" as given in Ovid and Gayley's "Classic Myths," or the story of the Trojan Horse, as given in Virgil and Gayley, it will be seen not only that much has been omitted in the latter but that these very passages are the ones that contribute most to the vividness and charm of the story.

**I**

(Ovid's description of the Race of Atalanta placed beside that given in Gayley's "Myths," with the parts of the story found in the Latin and omitted in the English underlined in red, and the passages of the Latin that are more vividly related than they are in the English, underlined in green.)

**II**

(Virgil's description of the Trojan Horse, and side by side with this, with corresponding passages opposite, the account as given in Gayley, showing how much of the story is left out in the English rendition, and how much less vividly the details that are not omitted are related.)

---

In answer to this question put to him by a student, "Do you feel that the study of Ovid and Virgil should form a background for a high-school student's study of such a book on Mythology as your 'Classic Myths'?" Mr. Charles Mills Gayley, author of Gayley's "Classic Myths," writes as follows:

"It is a thousand times better for a student to read the Virgil and the Ovid in the original with my 'Classic Myths' than to read the 'Classic Myths' without a first-hand knowledge of the original."—Letter to student, February 12, 1913.

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NOTE.—Substitute Ovid's "Atalanta's Race," or "Pyramus and Thisbe" for a part of the work in the Cicero year in order to allow the student to realize the above statement from his own experience. In connection with the latter, read Shakespeare's "Midsummer-Night's Dream" to show that the enjoyment of the "Pyramus and Thisbe" incident is keener than it would have been without the Latin original.

**B. LATIN AND GREEK EXPLAIN THE TECH-  
NIQUE AND SPIRIT OF MANY POEMS  
AND MUCH OF OUR PROSE**

**GENERAL STATEMENTS**

"The modern literatures have so grown up under the influence of the literature of Greece and Rome that the forms, fashions, notions, wordings, allusions of that literature have got deeply into them, and are an indispensable preparation for understanding them."—Matthew Arnold, "The Great Prophecy of Israel's Restoration," p. ix (Macmillan and Co., 1872).

"The thorough study of English Literature, as such—literature, I mean, as an art, indeed the finest of the fine arts, is hopeless unless based on an equally thorough study of the literature of Greece and Rome. When so based, adequate study will not be found exacting either of time, or labor. To know Shakespeare and Milton is the pleasant and crowning consummation of knowing Homer and Aeschylus, Catullus and Vergil. And upon no other terms can we obtain it."—F. T. Palgrave, University of Oxford, Province and Study of Poetry, "Macmillan's Magazine," LIII (1886), 334.

"Every great English writer of prose or poetry from the time of King Alfred to the time of Alfred Tennyson has—almost without exception—been schooled in the Latin language, has known well some of the Latin masterpieces, and, consciously or not, willingly or not, has written under the influence, sometimes indistinct, sometimes overmastering, of the Latin models."—Dr. S. P. Sherman, Professor of English, University of Illinois, English and the Latin Question, "Home and School Education," Bloomington, Ill.

**THESE FORMS OF LITERATURE WERE CREATED BY  
THE GREEKS AND ROMANS; ONLY ONE WHO IS  
FAMILIAR WITH THE SOURCES CAN THOROUGHLY  
UNDERSTAND AND APPRECIATE THEM:**

**LYRIC POETRY**

Examples from Herbert, Carew,  
Suckling, and Lovelace

Alcaeus  
Sappho  
Catullus

**HISTORICAL WRITING**

A selection from Gibbon's  
"History of the Decline and  
Fall of the Roman Empire"

Thucydides  
Herodotus  
Tacitus  
Livy

**THE ODE**

Examples from Prior and Gray

Sappho  
Pindar  
Horace  
Catullus

**PHILOSOPHICAL WRITING**

A selection from  
John Stuart Mill

Plato  
Aristotle  
Seneca  
Marcus Aurelius

**TRAGEDY**

A selection from Shakespeare's  
Tragedy of "King Lear"

Aeschylus  
Euripides  
Sophocles  
Seneca

**COMEDY**

A selection from Shakespeare's  
"Comedy of Errors"

Aristophanes  
Plautus  
Terence

**THE EPISTLE**

Selections from Dryden and  
Goldsmith

Horace  
Pliny

**THE FABLE**

A selection from John Gay's  
"Fables"

Aesop  
Phaedrus

### THE ESSAY

Selections from Lamb  
and Bacon

Isocrates  
Cicero  
Tacitus

### THE NOVEL

A selection from Scott's Novels

Petronius

### EPIC POETRY

A selection from Milton's  
"Paradise Lost"

Homer  
Virgil

### TALES OF ADVENTURE

A selection from Swift's  
"Gulliver's Travels"

Homer  
Lucian

### BIOGRAPHY

A selection from Boswell's  
"Life of Samuel Johnson"

Plutarch  
Suetonius

### SATIRE

A selection from Pope's  
"Essay on Man"

Lucilius  
Horace

### PASTORAL POETRY

Selections from Christopher  
Marlowe and Sir Walter  
Raleigh

Theocritus  
Virgil

### THE EPIGRAM

William Watson's  
"Epigram on Browning"

Asclepiades  
Meleager  
Martial

### THE ELEGY

Selection from Dryden's "On  
the Death of a Very Young  
Gentleman"

Tyrtæus  
Solon  
Simonides  
Propertius

### THE ORATION

Selection from Edmund Burke

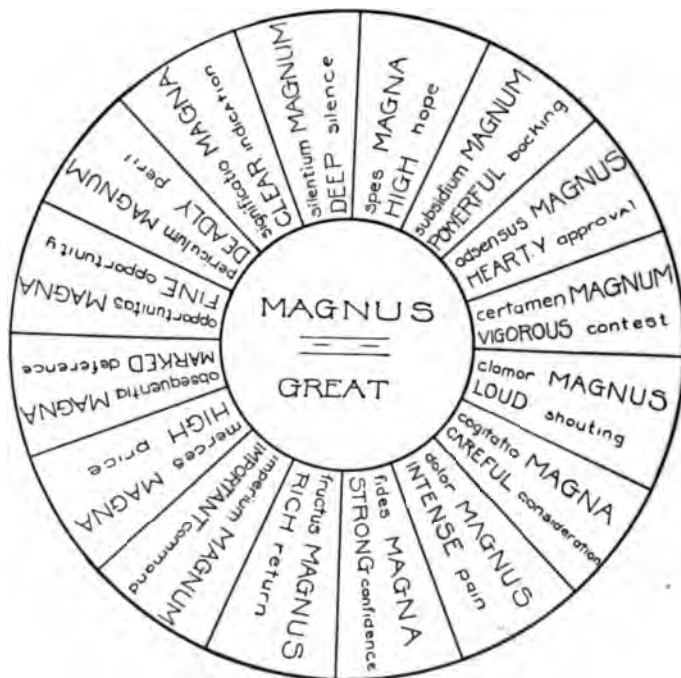
Isocrates  
Lysias  
Demosthenes  
Cicero

NOTE.—Mount the above selections from English literature with the classical sources in typewritten form beneath.

# C. THE STUDY OF LATIN AND GREEK DEVELOPS POWER IN THE USE OF ENGLISH

## TRANSLATION AFFORDS AN OPPORTUNITY FOR DAILY PRACTICE IN THE USE OF PRECISE AND VIGOROUS ENGLISH

Because a Latin word often has many meanings and shades of meaning in English, it is sometimes a very difficult matter in translating to choose the right one. For example, the very common word "magnus" does not always mean "great," but, as the following diagram shows, has a very large number of meanings whose choice calls for a keen literary sense and a feeling for exactness in the use of words. The exercise of this critical faculty may be made a very practical training in the way of English expression.



NOTE.—The above illustrations of the various meanings of "magnus" are taken from an article in the "Classical Journal," February, 1910, by H. C. Nutting, entitled "Translation of Latin." In the same way work out the meanings of "res" and "rati."

**OPINIONS AS TO THE VALUE OF TRANSLATION FROM  
GREEK OR LATIN AS A TRAINING IN ENGLISH  
EXPRESSION:**

Macaulay thus testifies to the value of the exercise of translation in the training of the great English orator, William Pitt:

"But the classical studies of William Pitt . . . had the effect of enriching his English vocabulary and of making him wonderfully expert in the art of constructing correct English sentences. His practice was to look over a page or two of a Greek or Latin author, to make himself master of the meaning and then to read the passage straight forward into his own language. . . . It is not strange that a young man of great abilities, who had been exercised daily in this way during ten years, should have acquired almost unrivalled power of putting his thoughts without premeditation into words well selected and well arranged."—*Biography of William Pitt, Whitehall Ed. of "Miscellaneous Works of Lord Macaulay," VII, 121.*

"It is still an open question whether any direct method of teaching English really takes the place of the drill in the niceties of style that can be derived from translation, especially the translation of Latin; whether a student, for example, who rendered Cicero with due regard for the delicate shades of meaning would not gain more mastery of English (to say nothing of Latin) than a student who devoted the same amount of time to daily themes and original compositions."—Irving Babbitt, "*Literature and the American College*," p. 242.

"Translation compels us to such a choosing and testing, to so nice a discrimination of sound, propriety, position and shade of meaning, that we now first learn the secret of the words we have been using or misusing all our lives, and are gradually made aware that to set forth even the plainest matter as it should be set forth, is not only a very difficult thing calling for thought and practice, but an affair of conscience as well."—James Russell Lowell, *Study of Modern Languages*, "Latest Literary Essays," p. 140 (Houghton Mifflin Co., 1892).

## **SOME OF THE STRONGEST CHAMPIONS OF LATIN ARE TEACHERS OF ENGLISH**

"To the serious student of English some acquaintance with Latin is not merely convenient, not merely valuable, but quite literally indispensable. At every onward step toward the mastery of his own language and literature, he must use his Latin lamp if he have one, or stumble and go astray in the darkness if he has not . . . a man may as well try to reach England without a boat as to attain proficiency in English without Latin."—Dr. S. P. Sherman, Professor of English, University of Illinois, "English and the Latin Question," a pamphlet published by "Home and School Education."

"As a teacher of English I have found students trained in Latin better than others for at least two obvious reasons: Until very lately, and I should say still, hardly anybody has written in the English language memorably who has not studied Latin at school; and nothing but a tolerable familiarity with Latin roots can prevent stupid misuse of words derived from Latin, such as 'prominent identity.' History and common sense, then, combine to make Latin the only sound foundation of literary English."—Barrett Wendell, Professor of English, Harvard University. Letter to student, March 10, 1913.

"We like to have our girls trained in the classics. There is an observable fineness of fibre and intellectual discrimination in students so trained."—Head of the English Department in a leading college for women. Quoted in *Latin as a Practical Study*, by Albert S. Perkins, "Classical Journal," April, 1913.

"I cannot say strongly enough how much I value a classical training in the study of English. There is no question in my mind that 'entrance Latin' should be required for all students making English their major subject in College."—Maud Bassett Gorham, Instructor in English, Swarthmore College.

"Every English-speaking student should give himself at least one year's honest trial in the study of Latin. Latin is the best available training in general grammatical concepts. The grammatical dexterity slowly acquired through Latin study is of direct and immediate use in English. Latin also widens English vocabulary and makes for accuracy and truth of statement. Latin literature furnishes the key to the understanding of the great body of English literature. The ideas embodied in Latin literature are the ideas that engaged the attention of those who wrote English literature up to very recent times. Acquaintance with some of these ideas in the language in which they were originally expressed enables the student to get the right feeling for them."—J. V. Denney, Professor of English, Ohio State University. Letter to author, February 10, 1913.

"I am the fullest believer in the study of Latin for him who seeks the best sort of education. So far as my own observation has gone, whenever the acceptance or rejection of the language has lain in the choice of students, those taking it have invariably included far the larger proportion of the best students. It is one of the best instruments to train educated men. It will even train them to make money, which some people seem to regard as the main object for which education was devised."—T. R. Lounsbury, Emeritus professor of English, Yale University. Letter to student, January 29, 1913.

"The Department of English of the University of Wisconsin welcomes the opportunity to affirm the importance of secondary-school studies in Latin, not only as affording valuable training in the principles common to all languages and literatures, but especially as furnishing the specific backgrounds indispensable to a complete knowledge of the English language and literature in their historical development and in their essential nature."—Karl Young, Chairman of the Department of English (April, 1916).

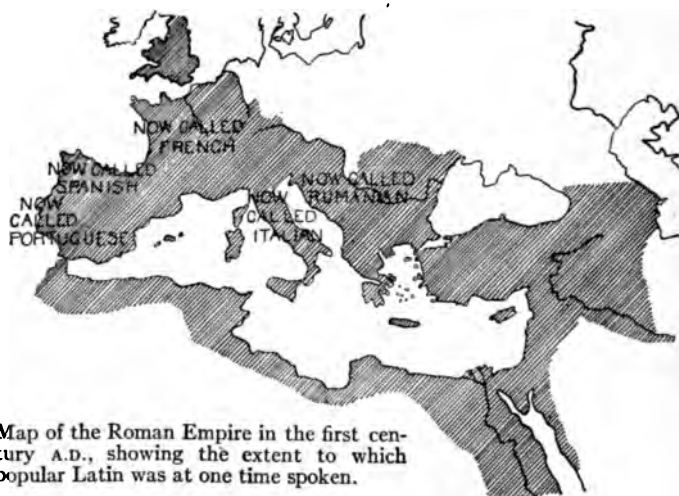




### **III**

**LATIN IS THE FOUN-  
DATION OF FRENCH,  
ITALIAN, SPANISH,  
PORTUGUESE,  
AND ROUMANIAN.  
IT IS ALSO A GOOD  
BASIS FOR THE  
STUDY OF  
LANGUAGE IN  
GENERAL**

**LATIN IS NOT A "DEAD" LANGUAGE; IT HAS ONLY  
CHANGED ITS NAME**



Map of the Roman Empire in the first century A.D., showing the extent to which popular Latin was at one time spoken.

"Popular Latin has never ceased to exist. It is the language of France, Spain, Italy, Roumania, and all the Romance countries of today. Its history has been unbroken from the founding of Rome to the present time."—Professor Frank Frost Abbott, "The Common People of Ancient Rome," p. 73.

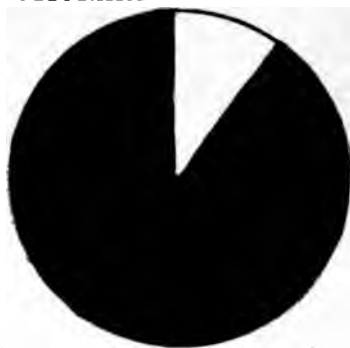
"Their original progenitors (Roumanian) were a colony of Roman soldiers established on the banks of the Danube by the Emperor Trajan in A.D. 106. Their language descends from the rustic Latin of these soldiers, and in spite of long isolation, surrounded by Slavonic tongues, it retains its Latin characteristic to a remarkable extent, so much so that anyone reasonably familiar with Latin will be able to read a Roumanian newspaper with but little difficulty."—Kenneth McKenzie, "National Geographic Magazine," December, 1912.

"In our Romance department here we should not think of accepting a student for graduate work who has not studied Latin. For intelligent advanced study of either the languages or the literatures, it is indispensable, and the wider and deeper the Latin preparation, the better the chance that the student will develop into a sound and effective Romance scholar."—Edward C. Armstrong, Professor of Romance Languages, Johns Hopkins University. Letter to author, May 14, 1913.

**THE FACT THAT LATIN IS THE BASIS OF SPANISH,  
ITALIAN, AND FRENCH ACCOUNTS FOR THIS  
STRIKING SIMILARITY:**

LATIN	SPANISH	ITALIAN	FRENCH	ENGLISH
fructus	fruta	frutto	fruit	<i>fruit</i>
infans	infante	infante	enfant	<i>infant</i>
difficilis	difícil	difficile	difficile	<i>difficult</i>
honor	honor	onore	honneur	<i>honor</i>
gloria	gloria	gloria	gloire	<i>glory</i>
generalis	general	generale	général	<i>general</i>
natura	natura	natura	nature	<i>nature</i>
vestibulum	vestibulo	vestibolo	vestibule	<i>vestibule</i>
flos	flor	fiore	fleur	<i>flower</i>
animal	animal	animale	animal	<i>animal</i>
fatalis	fatal	fatale	fatal	<i>fatal</i>
pars	parte	parte	partie	<i>part</i>
rosa	rosa	rosa	rose	<i>rose</i>
praeparare	preparar	preparare	préparer	<i>prepare</i>
sermo	sermon	sermone	sermon	<i>sermon</i>

**THE BLACK SHOWS THE PERCENTAGE OF WORDS  
IN ITALIAN, FRENCH, AND SPANISH WHICH A  
LATIN STUDENT DOES NOT NEED TO LOOK UP  
IN THE DICTIONARY**



Italian, at least 90 per cent (probably more)



French, about 90 per cent



Spanish, at least 90 per cent (probably more)

NOTE.—For Italian, see F. Diez, "Grammatik der romanischen Sprachen 1882, p. 63; "möchte noch nicht der zehnte Teil ihrer Stammwörter unlateinisch sein." For French, see Brunot in Petit de Julleville's "Histoire" (I, x), who says the percentage is "more than 90."

**THE UNDERLINED WORDS ON THIS PAGE FROM A FRENCH MAGAZINE SHOW THE EXTENT TO WHICH FRENCH IS INDEBTED TO LATIN:**

**LA GUERRE ITALO-TURQUE—LA QUESTION DES DARDANELLES**

"En toute chose il faut considérer la fin," a dit le bon La Fontaine. Ce très sage conseil est difficile à suivre dans les affaires de la politique, car la fin ne s'y découvre jamais longtemps à l'avance. Mais quand on s'embarque dans une grosse entreprise, il faut au moins considérer "la suite." Il est manifeste aujourd'hui que le gouvernement italien s'est engagé dans l'affaire tripolitaine sans prévoir, ni l'étendue des difficultés qu'il rencontrerait pour s'établir dans sa conquête, ni l'obstination de la Turquie à maintenir ses droits sur la dernière province qu'elle possédait en Afrique.

Le contraste entre la bonne organisation militaire de l'expédition, la brillante activité de la flotte italienne, l'emploi judicieux des forces mises en mouvement, et l'absence d'un plan d'action tenant compte d'éventualités qu'on devait tenir pour probables, reste inexpliqué. Ce contraste est d'autant plus frappant que l'Italie ayant choisi son heure et se sachant à l'abri des entreprises de son adversaire, avait tout en préparant l'ouverture des hostilités, le loisir de songer aux moyens par lesquels elle y mettrait fin.

Cependant, après plusieurs mois d'hésitation cédant à la pression de l'opinion publique énervée par de si longs retards, le cabinet de Rome s'est décidé, d'abord à faire une sorte de démonstration contre les défenses de Kum Kaleh, à l'entrée des Dardanelles, le 18 avril dernier, puis à s'emparer successivement des îles de l'archipel des Sporades méridionales, situé entre les Cyclades (qui sont grecques), la Crète et l'Asie mineure, Rhodes, la principale, a été occupée sans résistance sérieuse, le 4 de ce mois. Dans les journées suivantes, le pavillon italien a été arboré sur les îles Tasos, Karpathos, Naxos et une demi douzaine d'autres. Le 19 avril, un cuirassé et un torpilleur avaient bombardé Samos, abattu le drapeau turc, et y avaient coulé un yacht, mais sans effectuer de débarquement. L'île de Samos étant une principauté autonome, ne dépendant guère que nominalelement de la Turquie, ces exercices de tir étaient au moins inutiles.—"Revue des Français," May 25, 1912, pp. 12-13.

## LATIN SIMPLIFIES MANY POINTS IN FRENCH GRAMMAR

### I. NOTE THE SIMILARITY IN THE PRESENT TENSE OF THE VERB "TO BE":

LATIN		FRENCH	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
ego sum	nos sumus	je suis	nous sommes
tu es	vos estis	tu es	vous êtes
ille est	illi sunt	il est	ils sont

### II. THE GENDER OF NOUNS, A VERY TROUBLESOME POINT IN FRENCH GRAMMAR, is robbed of its difficulty for the Latin student, because masculine and feminine Latin nouns retain their genders in French, while Latin neuters are regularly masculine.—"French Grammar," S. 301, Fraser and Squair.

LATIN	FRENCH
murus, m., <i>wall</i> . . . . .	mur, m.
liber, m., <i>book</i> . . . . .	livre, m.
iustitia, f., <i>justice</i> . . . . .	justice, f.
manus, f., <i>hand</i> . . . . .	main, f.
corpus, n., <i>body</i> . . . . .	corps, m.
verbum, n., <i>word</i> . . . . .	verbe, m.

### III. LATIN CONSTRUCTIONS ARE VERY COMMON IN FRENCH

#### DATIVE OF REFERENCE

LATIN  
transfigitur scutum **Pulloni**, Caes., "B.G.," V, 44  
*Pullo's shield is pierced ("to Pullo")*

FRENCH  
Ils **se** lavent les mains  
*They wash their hands ("to themselves")*

#### PARTITIVE GENITIVE

LATIN  
quicquam **negoti**, Caes., "B.G.," II, 17  
*any difficulty ("anything of difficulty")*

FRENCH  
Je n'ai pas **de** livres  
*I have no books ("I have not of books")*

THE UNDERLINED WORDS IN THIS ITALIAN DOCUMENT ARE ALL OF LATIN ORIGIN; NOTICE THAT THE PERCENTAGE IS VERY LARGE

PROCLAMATION OF THE ITALIAN AMBASSADOR TO THE ITALIANS OF AMERICA ON THE OCCASION OF THE EARTHQUAKE IN DECEMBER, 1908

"Italiani di America:

I disastri di Calabria e di Sicilia devono accomunare gli animi nostri in un pensiero di amore per la grande Madre antica, orbata di tanti suoi figli, in un pensiero di solidarietà coi fratelli afflitti da tanta sventura.

Membri di una vasta famiglia, dimostriamo coi fatti che la disgrazia dei nostri connazionali è da noi sinceramente e profondamente sentita. Non vani compianti, ma efficaci soccorsi si richiegono.

L'Italia sopportò altre prove dolorose e risorse. Così anche questa volta, mercè il volere intelligente e concorde del Popolo e del suo Augusto Sovrano, corso, come sempre, in doloroso pellegrinaggio, sui luoghi più colpiti, l'Italia trionferà delle cieche forze della natura. E proprio dei forti lo attingere dalla calamità nuove energie. Sulle rovine di Messina e di Reggio fioriranno ben presto città più prospere e più belle. Il Popolo Italiano può essere colpito, non abbattuto.

Intanto se nel momento più grave alcunchè può lenire l'acerbazione del nostro dolore, valgano a ciò le simpatie del mondo civile, valga la generosa fratellanza che ci dimostra il gran Popolo Americano.

In alto i cuori."

L'AMBASCIATORE DI SUA MAESTÀ.

"Washington, D.C., 30 Dicembre, 1908."



**THESE MUSICAL TERMS COMING THROUGH THE  
ITALIAN ARE CLEAR TO A LATIN STUDENT:**

A sheet of music with the Italian words and the Latin from  
which they have come, given in parallel columns.

ITALIAN	LATIN	ENGLISH
opus	opus	<i>a musical work</i>
a tempo	tempus	<i>in time</i>
moderato	moderatus	<i>moderately</i>
agitato	agitatus	<i>agitated</i>
legato	ligatus	<i>smoothly connected</i>
dolce	dulcis	<i>soft and smooth</i>
grazioso	gratiosus	<i>smoothly</i>
allegro	alacer	<i>lively</i>
con spirito	cum spiritu	<i>with animation</i>
f. (forte)	fortis	<i>firm (and loud)</i>
ff. (fortissimo)	fortissimus	<i>very loud</i>
mf. (mezzo forte)	medius and fortis	<i>moderately loud</i>
accel. (accelerando)	accelerare	<i>accelerating</i>
rit. (ritardando)	retardare	<i>retarding</i>
cresc. (crescendo)	crescere	<i>with increasing vol- ume of tone</i>
decresc. (decrescendo)	decrescere	<i>with decreasing vol- ume of tone</i>
dim. (diminuendo)	deminuere	<i>with abatement of tone</i>
da capo	de capite	<i>from the head or be- ginning</i>

NOTE.—To show the importance of Italian for the music lover, post programs such concerts as those of the Thomas Orchestra of Chicago; also some pages from the catalogue of the Victor Record Company (Chicago, Ill.), giving the titles of famous operas, etc.

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**IT IS NOT ONLY ENGLISH LITERATURE THAT IS DEPENDENT ON A KNOWLEDGE OF THE CLASSICS FOR ITS FULL MEANING, BUT FRENCH AND ITALIAN AS WELL**

The following illustrations from the "Inferno" show that the greatest poem in the Italian language, Dante's "Divine Comedy," is saturated with the influence of Virgil:

1. The idea of the journey to the lower world is taken from Virgil. Dante thus testifies to the fact that Virgil is his master:

"O honor and light of the other poets! May the long study avail me and the great love which has made me search thy volume! Thou art my master and my author; thou alone art he from whom I took the fair style that has done me honor!"

2. Virgil himself is Dante's guide.

3. Ninety-five of the characters whom Dante meets are classical.

4. The topography is partly classical, e.g., the rivers Acheron, Styx, Phlegethon, and Cocytus, the city of Dis, etc.

5. The category of sins resembles that of Virgil.

6. Many details of the journey are like those given by Virgil, e.g., the meeting with Charon, Cerberus, Minos, the Furies, the Harpies, etc.

7. The style is often strikingly similar to that of Virgil.

**A LATIN STUDENT NEED NEVER BE HUNGRY IN SPAIN;  
HE CAN READ THIS BILL OF FARE:**

SPANISH	LATIN	ENGLISH
ostras	ostreae	<i>oysters</i>
huevos	ova	<i>eggs</i>
carne	caro, carnis	<i>meat</i>
vaca	vacca	<i>beef</i>
pescado	piscis	<i>fish</i>
pollo	pullus	<i>chicken</i>
puerco	porcum	<i>pork</i>
pan	panis	<i>bread</i>
fruta	fructus	<i>fruit</i>
uvas	uvae	<i>grapes</i>
nueces	nuces	<i>nuts</i>
sal	sal	<i>salt</i>
vino	vinum	<i>wine</i>
helados	gelidus	<i>ices</i>
melón	melo	<i>melon</i>
dulces	dulces	<i>candies</i>
agua	aqua	<i>water</i>
queso	caseum	<i>cheese</i>

**OBSERVE THE STRIKING SIMILARITY BETWEEN THE  
LATIN AND THE SPANISH OF THE APOSTLES'  
CREED**

**LATIN**

Credo in Deum, Patrem omnipotentem, Creatorem coeli et terrae. Et in Jesum Christum, Filium ejus unicum, Dominum nostrum, qui conceptus est de Spiritu Sancto, natus ex Maria Virgine, passus sub Pontio Pilato, crucifixus, mortuus, et sepultus; descendit ad inferos: tertia die resurrexit a mortuis: ascendit ad coelos, sedet ad dextram Dei Patris omnipotentis: inde venturus est judicare vivos et mortuos. Credo in Spiritum Sanctum, sanctam Ecclesiam catholicam, sanctorum communionem, remissionem peccatorum, carnis resurrectionem, vitam aeternam.

Amen.

**SPANISH**

Creo en Dios Padre, Todopoderoso, Criador del cielo y de la tierra. Y en Jesucristo, su único Hijo, nuestro Señor, que fué concebido por obra del Espíritu Santo. Y nació de Santa María Virgen. Padeció debajo del poder de Poncio Pilato. Fué crucificado, muerto y sepultado. Descendió á los infiernos. Al tercer día resucitó de entre los muertos. Subió á los cielos. Está sentado á la diestra de Dios Padre Todopoderoso. Desde allí ha de venir á juzgar á los vivos y á los muertos. Creo en el Espíritu Santo, la Santa Iglesia católica, la comunión de los Santos, el perdón de los pecados, la resurrección de la carne y la vida perdurable.

## THE STUDY OF LATIN IS OF GREAT ASSISTANCE TO THE STUDENT OF GERMAN FOR THE FOLLOWING REASONS:

I. Since Latin and German are both highly inflected languages, the student who has been trained to observe carefully the various case- and verb-endings in the Latin with a view to seeing the relations between the words of the long and involved Latin sentence and to hold his judgment in suspense until the significant word is met, is likely to master the German text with far less difficulty than the student without this training.

II. A striking similarity exists in certain instances between Latin and German syntax, thus making it easier for the student of Latin to understand the German construction. The following examples will illustrate this point:

### 1. THE DATIVE CASE:

#### 1) Indirect object.

Ger. Er gibt mir das Buch, *He gives me the book.*

Lat. Mihi librum dat, *He gives me the book.*

#### 2) Reference.

Ger. Das ist mir nicht erinnerlich, *I do not remember that.*

Lat. Mihi ante oculos versaris, *You hover before my eyes.*

#### 3) With verbs meaning favor, help, injure, please, etc.

Ger. Es gefällt mir nicht, *It does not please me.*

Lat. Mihi non placet, *It does not please me.*

#### 4) With adjectives meaning pleasing, near, friendly, like, etc.

Ger. Es ist mir angenehm, *It is agreeable to me.*

Lat. Mihi gratum est, *It is agreeable to me.*

### 2. THE GENITIVE CASE:

#### 1) With verbs of remembering.

Ger. Ich erinnere mich meines Bruders, *I remember my brother.*

Lat. Fratris mei memini, *I remember my brother.*

#### 2) With certain verbs of feeling (commonly impersonal in Latin and sometimes so in German).

Ger. Mich dauert seiner, *I pity him.*

Lat. Eius me miseret, *I pity him.*

#### 3) With expressions of plenty and want.

Ger. Die Mutter bedarf des Geldes. *The mother is in want of money.*

Lat. Mater pecuniae eget, *The mother is in want of money.*

#### 4) Quality.

Ger. Waren erster Güte, *Goods of the first quality.*

Lat. Vir magnae virtutis, *A man of great virtue.*

#### 5) Subjective and Objective.

Ger. Der Gesang der Vögel, *The song of the birds.*

Die Erziehung der Kinder, *The education of the children.*

Lat. Timores liberorum, *The fears of the children.*

Amor liberatis, *Love of liberty.*

### 3. THE ACCUSATIVE CASE:

#### 1) Two accusatives with certain verbs of asking.

Ger. Ich fragte ihn das, *I asked him that.*

Lat. Eum id rogavi, *I asked him that.*

#### 2) Duration of Time and Extent of Space.

Ger. Er blieb ein ganzes Jahr, *He remained an entire year.*

Lat. Duos annos mansit, *He remained two years.*

### 4. THE SUBJUNCTIVE:

Striking points of similarity exist between the Latin and German use of the subjunctive, especially in the case of conditional sentences, subordinate clauses in indirect discourse, indirect commands and questions, expressions of purpose (commonly), and wishes.

III. Many likenesses exist in word formation. Compare, for example, the composition of the Latin and German verbs, *proscribere* and *vorschreiben*, *exclamare* and *ausrufen*, *convenire* and *mitkommen*, *subscribere* and *unterschreiben*. Note, too, the similarity in the formation of such nouns as *satisfactio* and *Genuß-  
tuung*, *benefactor* and *Wohlthäter*, etc.

**IV**

**LATIN AFFORDS**

**EXCELLENT**

**MENTAL TRAINING**

**LATIN DEVELOPS THE CRITICAL SENSE AND A FEEL-  
ING FOR RELATIONS, A TRAINING WHICH IS OF  
THE GREATEST POSSIBLE VALUE**

"Ability to write decent Latin prose, with dictionary at elbow, simply cannot be acquired without at the same time inducing the kind of mental organization which at length enables a man to go anywhere and do anything, as a great general . . . phrased it. And I draw the proof from my own experience. The most effective masters of the 'positive' sciences known to me personally are invariably the men who have first acquired the mental organization which the culture studies confer; of this fact they are quite aware themselves. A creed was impressed upon them in these early years; not simply work, and still work, but work in a certain fashion. They gained connective processes; thereafter the rest is, not only easier, but immensely more efficient."—R. M. Wenley, Head of Department of Philosophy, University of Michigan, "Nature of Culture Studies" (quoted on p. 71 of F. W. Kelsey's "Latin and Greek in American Education").

"But this truth appears clearly—namely, that if we think of the study of language not merely as the search for a tool, but the striving for a bracing exercise of the mind and a discipline of the perceptive and reasoning powers, the classical courses offer a robuster training than can be got by the ordinary boy out of any modern grammar."—Article, Utility and Discipline, "The Nation," January 23, 1913.

Dr. Nicholas Murray Butler, president of Columbia University, recently said in a letter regarding the value of the study of the classics that no discipline in attention or in logical analysis had been so effective in his training as that gained from the study of Latin and Greek.—Quoted in "The Classical Weekly," December 13, 1913.

V

LATIN AND GREEK  
ARE ESSENTIAL  
TO AN INTIMATE  
KNOWLEDGE  
OF ART  
AND DECORATIVE  
DESIGNS IN  
GENERAL

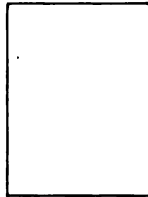


**AN UNDERSTANDING AND APPRECIATION OF THE  
MASTERPIECES OF GREEK AND ROMAN ART MAY  
COME THROUGH ENGLISH SOURCES; HOWEVER,  
THE COLLEGE MAN WITH A CLASSICAL TRAINING  
IS IN A POSITION TO KNOW THEM MORE INTI-  
MATELY**

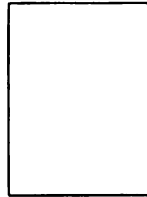
The Latin senior in high school understands these pictures  
better than one who has not read Virgil:



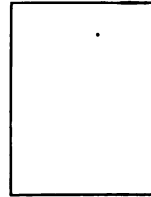
The Fates



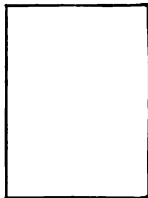
Jupiter



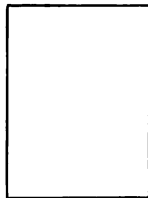
Juno



Venus



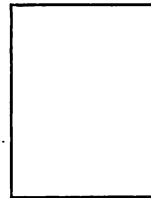
Cupid



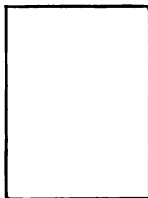
Neptune



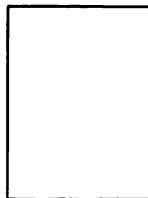
Mercury



Laocoön



Helen of Troy



Paris



Ulysses



Hector

NOTE.—In the same way mount such pictures as Guido Reni's "Aurora" or the  
classical paintings of Maxfield Parrish (appearing from time to time in Collier's  
Weekly); also illustrations in general of famous masterpieces of Greek and Roman art.  
The following firms supply inexpensive prints: Perry Pictures: Flanagan Co., 521  
S Wabash Ave., Chicago, Ill.; Brown's Pictures: Thomas Charles Co., 207 N. Michi-  
gan Ave., Chicago, Ill.; The University Prints: University Bureau of Travel, Boston,  
; Blue-prints: Earl Thompson Co., Syracuse, N.Y.

THE MODERN WORLD STILL CONTINUES TO EXPRESS  
CERTAIN IDEAS IN TERMS OF GREEK AND ROMAN  
THOUGHT AS IS SHOWN IN THESE DECORATIVE  
DESIGNS AND PICTURES:



MUSIC—represented by Pan and his pipes

**NOTE.**—For the pipes as a symbol for literature, see the Houghton Mifflin trade-mark.

Cover of the  
"Novelty News,"  
1912

TRADE, represented by *Mercury*,  
god of commerce

Cover of the  
"Outlook" or "Harper's,"  
1912

CIVILIZATION, represented by  
*the torch*

Cover of the  
"Century,"  
Around-the-World Number,  
September, 1911

TRAVEL, represented by *Mercury*,  
god of travelers

Cover of  
"Nineteenth Century,"  
1913

BROAD-MINDEDNESS, repre-  
sented by the head of *Janus*,  
facing in two directions

Poster of the  
Exposition in Rome, summer  
of 1911; also cover of  
"Poetry,"  
1913

POETRY, represented by *Pegasus*,  
the horse of the Muses

Cover of the  
"Outlook"  
September 23, 1911

ABUNDANCE, represented by the  
*horn of plenty*

Advertisement of  
Men's Clothing in the  
"Chicago Daily News,"  
October 13, 1911

MANLY BEAUTY, represented by  
*Apollo*

Cover of  
Illinois Theatre program,  
Chicago, Ill.

The DRAMA, represented by *Greek*  
and *Roman masques*

Advertisement of  
Borden's Eagle Brand Con-  
densed Milk, New York

SUPREMACY, represented by the  
*eagle*, the bird of Zeus

Cartoon by  
McCutcheon in the "Tribune"  
for May 24, 1913

LOVE, represented by *Cupid*

Poster of the  
Automobile Show, Chicago,  
February, 1912

SWIFTNESS, represented by *Mer-*  
*cury*, the winged messenger of  
the gods

Cover of  
"Literary Digest,"  
1911

WISDOM and LEARNING, repre-  
sented by *Athena*

**A VERY LARGE NUMBER OF MAGAZINE ARTICLES HAVE CLASSICAL DESIGNS AT THE BEGINNING OR END WHICH BEAR DIRECTLY UPON THE MEANING OF THE ARTICLE; YOU WILL ENJOY THEM MORE IF YOU ARE ABLE TO PERCEIVE THIS RELATION**



## **MUNICIPAL NON-PARTIZANSHIP IN OPERATION**

**WHAT HAS BEEN SAVED AND GAINED IN NEW YORK  
IN THE FIRST SIX MONTHS OF MAYOR  
GAYNOR'S ADMINISTRATION**

**BY JAMES CREELMAN**

**I**N considering Mayor Gaynor's demonstration of the possibilities of municipal government divorced from national or State politics, and free from the control of the people The faults of the State governments are insignificant compared with the extravagance, corruption, and mismanagement which mark the adminis-

### **THE RODS AND THE FASCES**

A Roman symbol for the authority of the government ("Century Magazine," June, 1911).

#### **OTHER EXAMPLES**

A shepherd boy playing his pipes as a decorative device for an article entitled "Memories of a Musical Life" ("Century Magazine").

Themis, goddess of justice, with the scales, as a heading to an article entitled "Violence in the Woman Suffrage Movement" ("Century Magazine").

The wings and caduceus of Mercury, god of travel, for an article entitled "The Brotherhood of Locomotive Engineers" ("Century Magazine").

**GREEK MOLDINGS, ORNAMENTS, AND DESIGNS  
IN GENERAL ARE VERY COMMON AS DECO-  
RATIVE DEVICES**

City Hall, Chicago Ill., or almost any public building

Greek moldings on modern buildings

Cover of the "Outlook," July 27, 1912

Greek borders on magazines, etc.

Advertisement of Russwin Builders' Hardware in the  
Greek style in the "Architectural Record," March, 1913

Classical designs in ornamental iron work, etc.

Lamps in the Northwestern Railway Station, Chicago,  
Ill., or almost any public building of similar design

Lamps of classical design

**NOTE.**—Post such illustrations from magazines as the "Yale Lock," or similar advertisements in the "Architectural Record." Richly ornamented ceilings of theatres, etc., also furnish much illustrative material, and the interior decorations of many private houses afford a surprisingly large number of examples in this connection.

**PUBLIC MONUMENTS ARE OFTEN CLASSICAL  
IN DESIGN**

**The Lincoln Memorial Building at Lincoln, Neb.**

**Memorial to James McNeil Whistler at West Point,  
N.Y. "Century Magazine," March, 1908**

**Statue of the Sleeping Endymion on the grave of  
William Henry Rinehart in Baltimore, Maryland. "Cen-  
tury Magazine," August, 1912**

**The Henry Chase Lea Memorial at Philadelphia, Penn-  
sylvania. "Architectural Record," March, 1913**

# VI

## LATIN AND GREEK WORDS FORM A LARGE PART OF THE TERMINOLOGY OF SCIENCE



## LATIN AND GREEK ARE THE KEYS TO THE MEANING OF THE TERMS IN PHYSIOLOGY

### DID YOU KNOW:

That there are more than 200 bones in your body, every one of which has a Greek or Latin name?

That in science you are known as **homo sapiens**?

That you cannot sneeze without using 55 pairs of muscles with Greek or Latin names?

That the **tendon of Achilles** enables you to stand on tiptoe?

That the **orbicularis oris** is absolutely indispensable in whistling?

That you are the possessor of eight **bicipids**?

That the **sartorius** is the longest muscle in the body, and that it enables tailors to sit cross-legged?

That the **risorius** is one of 12 laughing muscles, and the **platysma** one of the (only) six grieving muscles?

That your sister's piano-playing is largely a matter of the **flexores digitorum sublimis et flexores digitorum profundus**?

That if your **trabeculae carnae** should slacken, it would mean speedy death for you?

That you who wear glasses are victims of **myopia**, **hypermetropia**, **presbyopia**, or **astigmatism**?

That Adam's apple is the **thyroid cartilage**—whatever Eve's may have been?

That the **olecranon** process is the true name of your "funny" bone?

That the two sides of your body would not work together except for the **pons Varolii**?

That you could not have the toothache without the nerve **trigeminus**, nor be seasick without the **vagus** nerve?

That there are people who, like the donkey, can use the **attrahens auris**, **retrahens auris**, and **attolens auris**?

That without the **orbicularis oculi** you could not go to sleep tonight?

**IT IS EASIER TO REMEMBER THE MEANING OF THESE  
TERMS IN PHYSICS IF YOU UNDERSTAND GREEK  
AND LATIN; OTHERWISE YOU ARE APT TO FOR-  
GET THEM ENTIRELY, OR AT ANY RATE TO CON-  
FUSE THEM**

Heat *conduction*, from Latin **conduco**, lead, transference of heat from molecule to molecule.

Heat *convection*, from Latin **conveho**, carry or convey, conveyance of heat by movement of large masses of liquid carried from one point to another.

*Centrifugal* force, from Latin **centrum**, center, and **fugio**, flee, tendency to move away from the center of a rotating mass.

*Adhesion*, from Latin **ad**, to, and **haereo**, cling, a force binding the molecules of one substance to those of another.

*Cohesion*, from Latin **cum**, together, and **haereo**, cling, a force binding molecules of the same kind together.

*Capillary* tubes, from Latin **capillus**, hair, tubes resembling hairs.

*Aqueous*, from Latin **aqua**, pertaining to water.

*Tensile* strength, from Latin **tendo**, stretch, the strength that enables a body to resist a "stretching" force.

A *calorie*, from Latin **calor**, heat, a heat unit.

*Ductibility*, from Latin **duco**, draw, power of being drawn out into thin wire.

*Permeability*, from Latin **per**, through, and **meo**, go, power of allowing magnetism to go through such a substance as soft iron.

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The metric system is easy if you remember that these Greek and Latin prefixes are added to the standard units, **meter**, **liter**, and **gram** (also Greek), to produce the multiples and sub-multiples:

**deka**, ten  
**hecto**, hundred  
**kilo**, thousand

**deci**, tenth  
**centi**, hundredth  
**milli**, thousandth

**THE TERMS USED IN ZOÖLOGY ARE LATIN AND GREEK; KNOWLEDGE OF THEM SAVES BOTH TIME AND ENERGY**

THE SCIENTIFIC NAMES OF ALL ANIMALS ARE LATIN OR GREEK, AS:

man ( <i>homo sapiens</i> )	rabbit ( <i>lepus</i> )
horse ( <i>equus</i> )	lion ( <i>leo</i> )
cat ( <i>felis</i> )	tiger ( <i>tigris</i> )
dog ( <i>canis</i> )	goat ( <i>capra</i> )
mouse ( <i>mus</i> )	sheep ( <i>ovis</i> )
fox ( <i>vulpes</i> )	pig ( <i>sus</i> )

THE BRANCHES AND THE VARIOUS CLASSES OF THE ANIMAL KINGDOM HAVE NAMES OF CLASSICAL ORIGIN, AS THE FOLLOWING EXAMPLES SHOW:

- |           |                                                                                    |
|-----------|------------------------------------------------------------------------------------|
| Branches, | 1. porifera, from <i>porus</i> , <i>pore</i> , and <i>ferre</i> , <i>to bear</i> . |
|           | 2. vermes, from <i>vermis</i> , <i>worm</i> .                                      |
|           | 3. mollusca, from <i>molluscus</i> , <i>soft</i> .                                 |
|           | 4. vertebrata, from <i>vertere</i> , <i>to turn</i> , <i>change</i> .              |
| Classes,  | 1. gregarinida, from <i>grex</i> , <i>herd</i> .                                   |
|           | 2. rotatoria, from <i>rota</i> , <i>wheel</i> .                                    |
|           | 3. annulata, from <i>annulus</i> , <i>ring</i> .                                   |
|           | 4. tunicata, from <i>tunica</i> , <i>tunic</i> .                                   |

IN THE FOLLOWING TABLE, WHICH EXPRESSES THE ZOÖLOGICAL POSITION OF THE CAT, THE WORDS OF LATIN DERIVATION ARE ITALICIZED:

- Kingdom of *Animals*;
- Sub-kingdom or Branch, *Vertebrata*;
- Class, *Mammalia*;
- Order, *Carnivora*;
- Family, *Felidae*;
- Genus, *Felis*;
- Species, *Felis domesticus*;
- Variety, *Angorensis*;
- Individual, a *single* Angora cat.

## THE TERMINOLOGY OF CHEMISTRY IS CLASSICAL

Derivation of names of the common chemical elements:

*aluminum*, from *alumen*, alum.

*argon*, from *ἀργός*, lazy, inert.

*arsenic*, from *arsenicum*, arsenic.

*barium*, from *βαρύς*, heavy.

*bromine*, from *βρῶμος*, evil odor.

*cadmium*, from *cadmia*, calamine, zinc.

*calcium*, from *calx*, limestone.

*carbon*, from *carbo*, coal.

*chlorine*, from *χλωρός*, greenish yellow.

*chromium*, from *χρῶμα*, color.

*copper*, from *cuprum* (Cyprium aes, i.e., Cyprian brass).

*gold*; symbol **Au** from Latin *aurum*, gold.

*helium*, from *ἥλιος*, the sun.

*hydrogen*, from *ὑδωρ*, water, and *γενής*, producing.

*iodine*, from *ιώδης*, like a violet, from *ἴον*, violet.

*iridium*, from *iris*, the rainbow.

*lead*; symbol **Pb** from Latin *plumbum*, lead.

*lithium*, from *λίθος*, stone.

*magnesium*, from *Magnesia*, a district of ancient Thessaly.

*mercury*, from *Mercurius*; symbol **Hg** from Latin *hydrargyrum*, a kind of quicksilver.

*nitrogen*, from *nitrum*, native soda.

*palladium*, from Palladium—Greek *Παλλάδιον*, a statue of Pallas, *Παλλάς*.

*phosphorus*, from *φωσφόρος*, light-bringing, from *φῶς*, light, and *φέρω*, carry, bear.

*platinum*, from *plata*, a thin plate of metal.

*silicon*, from *silex*, a flint.

*silver*; symbol **Ag** from Latin *argentum*, silver.

*sulphur*, from *sulphur*, sulphur, brimstone.

*tin*; symbol **Sn** from Latin *stannum*, tin.

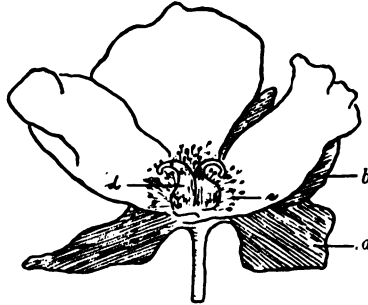
*radium*, from *radius*, ray.

*manganese*, from *magnes*, magnet.

Professor Bauer, the distinguished chemist of Vienna, once said: "Give me a student who has been taught his Latin grammar and I will answer for his chemistry."

## BOTANICAL TERMS ARE LARGELY LATIN AND GREEK

THE FOUR SETS OF FLORAL ORGANS HAVE NAMES OF  
LATIN DERIVATION



- a) the sepals (calyx, *husk, shell*), from sepalum, *leaf*.
- b) the petals (corolla, *little crown*), from petalum, *petal*.
- c) the stamens, from stamen, *warp, thread*.
- d) the carpels, from carpellum, *fruit*.

The names of many of our common flowers are of classical origin, as:

- chrysanthemum*, from χρυσός, gold, and ἄνθεμον, flower.
- cypress*, from cupressus, cypress tree.
- dandelion*, from dens, tooth, and leo, lion.
- geranium*, Latin from γεράνιον, from γέρας, crane.
- lily*, from lilium, lily.
- nasturtium*, from nasus, nose, and torquere, to twist.
- pansy*, from pensare, to weigh, ponder.
- rhododendron*, from ῥοδόδενδρον, rose tree.
- rose*, from rosa, rose.
- violet*, from viola, violet.

The meaning of such botanical processes as the following is clear from the derivation of the terms:

- desiccation*, from desiccare, to dry up.
- germination*, from germinare, to sprout.
- pollination*, from pollen, dust.
- transpiration*, from trans, across, through, and spirare, to breathe.

NOTE.—Paste the index pages of the school Botany with the terms from Greek and Latin underlined in red and green; or brightly colored pages from a seed catalogue with the scientific names given in connection with the flowers.

# VII

LATIN CONTRIBUTES

MORE OR LESS

DIRECTLY

TO SUCCESS IN THE

PROFESSIONS

## LAW

### OPINIONS OF PROMINENT LAWYERS AS TO THE VALUE OF A CLASSICAL TRAINING FOR THE WORK OF THEIR PROFESSION

"A lawyer must needs study uninteresting old statutes, dry and ancient blue books, stupid, antiquated ordinances, early black-letter precedents, to find out what the law is and what his client's rights are. Unless he can study alertly, patiently, and discriminately all these uninteresting, hard, and dry sources of the law and bases of rights, he will never reach the higher walk of his profession. Many men have natural aptitude for this. Many men have such superior ambition and industry that they will learn how to do this work when the necessity for it overtakes them. Of them we do not speak. But for the average youth who aims to become a lawyer there is great need that he be given special training in the interpretation of documents which are uninteresting, hard, and dry. He will have no end of it to do in his profession. He should conquer this preliminary difficulty before he enters upon his work. And while hard work for hard work's sake is a solecism, hard work in something worth while, for the strength and skill to be gained thereby, is the essence of all disciplinary education. And this applies to the study of the classics by the would-be lawyer."—Merritt Starr, of the Chicago Bar. "Latin and Greek in American Education," by F. W. Kelsey, pp. 127-28.

"In my opinion, everyone entering upon the profession of law should be a proficient Latin scholar."—John J. Healy, formerly state's attorney for Cook County, Illinois. Letter to author, January 10, 1913.

". . . Preparation for the law should be made by the study of such subjects as will train a man to acquire easily and rapidly, and to think logically and independently. And, in my judgment, the subjects, the study of which tends to the development of these qualities, are those which require of the student strenuous, painstaking, and persistent effort for their mastery. If I could regulate the preparation of law students, I would eliminate from the course all predigested and specially prepared foods, and I would give the young man something that would demand earnest effort on his part to assimilate. . . . I am frank to say that the young man who has a thorough old-fashioned classical and mathematical preparation for college is, in my judgment, much better fitted for the study of law than is the man who, during four years in college, has dissipated his

energy and weakened his power to think clearly and logically by desultory and pointless work in 'snap' courses that require little or no effort on his part.

"For the prospective lawyer there can be no better discipline than that which comes from the discriminating effort involved in careful translation. The lawyer's professional life must largely be devoted to the interpretation of legal instruments; and the greater his skill in the use of language and in discovering shades of meaning, the greater his effectiveness."—H. B. Hutchins, president of the University of Michigan, "Latin and Greek in American Education," by F. W. Kelsey, pp. 143-44.

"I have taught law in four different Law Schools and, with some care and much interest, have looked into the pre-legal education of students in each of the Schools wherein I have taught. What I have learned in this way has produced a strong impression that students who come to the Law School with a good linguistic training, especially those who have had good training in the Classics, other things being equal, have an advantage and do better work from the beginning. The law demands a clearness and accuracy in thinking which is only to be attained in connection with accuracy in the use and the interpretation of language. While courses in economics, sociology, politics and related subjects undoubtedly have great value for the student of law, those who come solely or chiefly with this preparation do not show to advantage as a rule in comparison with those who have been trained to examine a written text critically and to express themselves clearly and accurately in a strange tongue. Consequently, when a Committee of the Association of American Law Schools was called upon some years ago to recommend a standard course for those preparing for law, while the desirability of courses in history, economics and social and political science was recognized, there was a general agreement on the part of members of the Committee in the wish that law students might all be trained, first in languages, especially the Classical languages, and mathematics, with as much of the subjects more directly related to law as could be filled in."—Roscoe Pound, Professor of Law, Harvard University.



**A VERY LARGE NUMBER OF LEGAL TERMS HAVE  
BEEN ADOPTED BODILY FROM THE LATIN**

<b>non obstante verdicto</b>	<i>notwithstanding the verdict</i>
<b>pro tempore</b>	<i>for the time being</i>
<b>actio in personam</b>	<i>personal action</i>
<b>non assumpsit</b>	<i>he did not undertake</i>
<b>alibi</b>	<i>presence elsewhere</i>
<b>cum testamento annexo</b>	<i>with the will annexed</i>
<b>ipso facto</b>	<i>by the fact itself</i>
<b>ab initio</b>	<i>from the beginning</i>
<b>per curiam</b>	<i>by the court</i>
<b>amicus curiae</b>	<i>friend of the court</i>
<b>per se</b>	<i>by itself</i>
<b>pro forma</b>	<i>as a matter of form</i>
<b>mala fides</b>	<i>bad faith</i>
<b>bona fides</b>	<i>good faith</i>
<b>mala prohibita</b>	<i>prohibited by law</i>
<b>mala in se</b>	<i>wrong in itself</i>
<b>lex loci contractus</b>	<i>place of contract</i>
<b>res gestae</b>	<i>the subject-matter</i>
<b>res judicata</b>	<i>the matter has been decided</i>
<b>narr or narratio</b>	<i>the declaration in a cause</i>
<b>lex scripta</b>	<i>the written law</i>
<b>lex non scripta</b>	<i>the unwritten law</i>

**MANY WRITS, i.e., PAPERS IN WRITING ISSUED BY THE COURTS, DERIVE THEIR NAMES FROM THE LATIN, AND A KNOWLEDGE OF IT ENABLES ONE TO UNDERSTAND INSTANTLY THE PURPOSE OF THE WRIT**

*The writ of capias:* This is a writ issued to a sheriff, or other officer, commanding him that he take (ut capias) the body of a person and hold him subject to order of court. There are various kinds of capiases, e.g.:

*capias ad respondendum*—a writ issued to take and bring the defendant before the court to answer.

*capias ad testificandum*—a writ to bring a disobedient witness before the court to testify.

*capias ad satisfaciendum*—a writ issued after judgment to take and hold the party named therein for the satisfaction of the judgment rendered.

*writ of subpoena*—a writ requiring a person to appear at a certain specified time and place, or pay a penalty (sub poena), or suffer punishment for default.

*subpoena duces tecum*—a writ commanding a person to appear in court and bring with him (ut duces tecum, "that you bring with you") certain designated documents or things.

*writ of fieri facias*—or fi fa, as it is commonly called—a writ of execution commanding the sheriff to cause to be made of the goods and property of the defendant the amount of the judgment rendered against the defendant.

*retorno habendo*—a writ issued in favor of a defendant commanding the sheriff to cause the plaintiff to "make return" to the defendant of personal property which the plaintiff had wrongfully replevied from him.

**NOTE.**—Watch the newspapers for the many illustrations of the above as they are quoted in actual cases. Mount these to make clearer the connection with practical affairs.

**LATIN MAXIMS ARE NOT INFREQUENTLY QUOTED IN  
LAW COURTS**

Caveat emptor.

Qui facit per alium, facit per se.

In iure causa proxima, non remota, spectanda est.

Sic utere tuo ut alienum non laedas.

Aequitas agit in personam.

Cuius est solum eius est usque ad coelum.

Lex non curat de minimis.

Qui prior est in tempore potior est in iure.

Qui sentit commodum, sentire debet et onus.

Ignorantia legis neminem excusat.

**OTHER EXAMPLES TRANSLATED INTO ENGLISH**

No one is bound to do that which is impossible.

No one is obliged to accuse himself.

He pays twice who pays promptly.

The burden of proof is on the plaintiff.

The lesser is included in the greater sum.

The intention of the party is the soul of the instrument.

An ambiguous answer is to be taken against the party who  
offers it.

## MEDICINE

### MEDICINES AND REMEDIES IN GENERAL ARE APT TO HAVE NAMES COINED FROM LATIN OR GREEK

The scientific or Latin designation of a drug is the same the world over, while the common name may vary, even in different sections of the same country. The medical student, well prepared in Greek and Latin, has an advantage over one who has not studied these languages.

Druggists' labels from catalogue of drugs or from bottles  
on the shelves of the drug store

These labels show you that the names of drugs are coined from Greek or Latin.

SUCH NAMES AS THE FOLLOWING EXPLAIN TO THE CLASSICAL  
STUDENT THE CHARACTER OF THE MEDICINE:

A *stimulant*, from Latin *stimulo*, to arouse or incite.

A *sedative*, from Latin *sedo*, to quiet.

A *narcotic*, from Greek *ναρκωτικός*, benumbed.

*Morphine*, from Greek *Μορφεύς*, son of the god of sleep.

"You cannot understand the language of medicine unless you know some Latin, so work hard at it: the time spent will never be regretted."—William Osler, Regius Professor of Medicine, Oxford University, Oxford, England. Letter to student, May 23, 1913.

**NOTE.**—It is interesting to notice that patent medicines and remedies often have classical names, e.g., Omega Oil, Cuticura Soap, etc.

# **LATIN WORDS AND PHRASES USED IN THE WRITING OF PRESCRIPTIONS WITH THEIR CORRESPOND- ING ABBREVIATIONS**

Word or Phrase	Abbreviation	English Translation
<i>absente febre.</i>	abs. feb.	fever being absent
<i>ad duas vices.</i>	ad 2 vic.	at twice taking
<i>ad libitum.</i>	ad lib.	at pleasure
<i>adde.</i>	add.	add
<i>admove.</i>	admov.	apply
<i>agila, agiletur.</i>	agit.	shake or stir
<i>alternis horis.</i>	alt. hor.	every other hour
<i>aqua gelida.</i>	aq. gel.	cold water
<i>bibe.</i>	bib.	drink (thou)
<i>bis in die, or dies.</i>	bis die.	twice a day
<i>cape.</i>	cap.	take (thou)
<i>cibus.</i>	cib.	food
<i>continuantur remedia.</i>	cont. rem.	let the medicines be continued
<i>cras nocte.</i>	c. n.	tomorrow night
<i>da, detur.</i>	d., det.	give, let be given
<i>de die in diem.</i>	de d. in d.	from day to day
<i>dilue, dilutus.</i>	dil.	dilute (thou), diluted
<i>dolor.</i>	dolor.	pain
<i>fac pilulas duodecim.</i>	f. pil. XII.	make twelve pills
<i>gradatim.</i>	grad.	by degrees, gradually
<i>herbarum recentium.</i>	herb. recent.	of fresh herbs
<i>hora somni.</i>	hor. somni.	at the hour of sleep
<i>jentaculum.</i>	jent.	breakfast
<i>lac, lactis.</i>	lac.	milk, of milk
<i>languor.</i>	lang.	faintness
<i>mane.</i>	mane.	in the morning
<i>misce.</i>	m.	mix
<i>modo praescripto.</i>	mod. praesc.	in the manner prescribed
<i>ne trades sine nummo.</i>	ne tr. s. num.	do not deliver without the money
<i>non repetatur.</i>	non repetat.	let it not be repeated
<i>oculus.</i>	ocul.	the eye
<i>partes aequales.</i>	pt. aeq.	equal parts
<i>pinguis.</i>	ping.	fat, grease
<i>pone aurem.</i>	pone aur.	behind the ear
<i>potus.</i>	potus.	drink
<i>prandium.</i>	prand.	dinner
<i>pro re nata.</i>	p. r. n.	occasionally, according to circumstances
<i>proxima luce.</i>	prox. luce.	on the next day
<i>pugillus.</i>	pug.	a pinch
<i>quantum libet vel placet.</i>	q. lib.	as much as you please
<i>quotidie.</i>	quotid.	daily
<i>recipe.</i>	℞	take (thou), a recipe
<i>reductus in pulverem.</i>	red. in pulv.	let it be reduced to powder
<i>si opus sit.</i>	si op. sit.	if necessary
<i>solve.</i>	solv.	dissolve
<i>statim.</i>	stat.	immediately
<i>sumat talem.</i>	sum. tal.	let him take one like this
<i>ter.</i>	ter.	thrice, three times
<i>ter in die, or ter die.</i>	t.i.d., or t.d.	thrice daily
<i>tere simul.</i>	tere sim.	rub together

**NOTICE THAT THE DISEASE WHICH MAKES YOU SICK  
HAS A LATIN OR GREEK NAME**

*anaemia*, from *ἀν*, without, and *αἷμα*, blood—deficiency in the blood, bloodlessness.

*sclerosis*, from *σκληρός*, hard—hardening.

*apoplexy*, from *ἀποπλήσσειν*, to cripple by a stroke—*ἀπό*, from, and *πλήσσειν*, to strike.

*insanity*, from *insanitas*, unsoundness.

*consumption*, from *consumo*, waste or exhaust.

*inflammation*, from *inflammare*, to set on fire.

*cholera*, from *cholera*, a bilious complaint—*χολή*, bile.

*tonsillitis*, from *tonsillae*, tonsils, and *ἴτις*, inflammation.

*bronchitis*, from *βρόγχος*, windpipe, and *ἴτις*, inflammation.

*meningitis*, from *μηνιγέ*, a membrane, and *ἴτις*, inflammation.

*phthisis*, from *φθίειν*, to pass or waste away.

*neuralgia*, from *νέυρον*, nerve, and *ἄλγος*, pain.

*asthma*, from *ἄσθμα*, short-drawn breath.

*jaundice*, from *galbinus*, yellowish.

*fever*, from *febris*, fever.

*typhoid*, from *τυφώδης* (*τύφος*, cloud, stupor arising from fever).

*hydrophobia*, from *ὑδωρ*, water, and *φόβος*, fear (a symptom of canine madness).

*diphtheria*, from *διφθέρα*, leather, a false membrane forming in the throat.

"It not infrequently happens that an earnest medical student comes to me with the statement that he cannot find a certain word—'galactotoxismus,' for instance—in his dictionary. If such a student had had a fundamental training in Greek, he would not have needed to consult a dictionary in order to ascertain the meaning of this word. Besides, I am of the opinion that the best dictionary, frequently consulted, cannot give to one wholly ignorant of Greek the correct, clear, and full appreciation of the meaning of such a word as 'sitotoxismus' as comes unsought to the one versed in Greek. . . ."—Victor C. Vaughan, Dean of the Department of Medicine and Surgery, University of Michigan, "School Review," June, 1906, p. 392.

"I have been asked to express my opinion regarding a knowledge of Latin and Greek by the medical man. My answer is that it has been a constant wonder to me how anyone can undertake the study of medicine without previously acquiring these languages, and that anybody should advise a student that he can get along without the key to a Latin and Greek terminology is to me astounding. For with a fair working knowledge of Latin and Greek the student of medicine has his pathway made much easier; his machinery is lubricated at every point, while without such help his life is a hard uphill climb."—James H. Jackson, M.D., Madison, Wis.

## ENGINEERING

### OPINIONS OF MEN WHO ARE EMINENT IN THEIR PROFESSION AS TO THE VALUE OF A CLASSICAL TRAINING FOR THE WORK OF THE ENGINEER:

"Education is not the learning of a trade or profession but is the development of the intellect and the broadening of the mind. . . . For ages the classics, comprising the study of the Latin and Greek languages and the literature of these languages, have been the foundation of all education, but in the last two generations they have been more and more pushed into the background by the development of empirical science, and its application, engineering. It is my opinion that this neglect of the classics is one of the most serious mistakes of modern education, and that the study of the classics is very important and valuable, and more so in the education of the engineer than in most other professions, for the reason that the vocation of an engineer is specially liable to make the man one-sided."—Charles F. Steinmetz, General Electrical Company, Schenectady, N.Y., quoted from an article in "The American Institute of Electrical Engineers," XXVIII (1909), 1103 f.

"The study of engineering demands definiteness and conciseness of thought. . . . As a means of inculcating ideas of exactness, the study of Greek and Latin is 'facile princeps.'"—H. C. Sadler, Professor of Engineering, University of Michigan.

"There is nothing in which engineers of today are so lacking as in the ability to express their thoughts; and there is nothing that will so surely give one such an ability as the translation from a foreign tongue; . . . Nor can one properly understand English without an understanding of the Latin Grammar, I believe, though he should study it until he were gray. There are features of language which the study of English in itself does not bring out, and which cannot be brought out until one goes back to its parent tongue; and it is in these distinctions of meaning that the engineer must ultimately become versed. . . . Take such simple words as 'affect' and 'effect.' I venture to say that 95 per cent of the students of the senior class of this University who have not had a classical training will fail to distinguish the difference between those two verbs; and yet the difference is quite essential, and it is especially essential to the engineer."—Gardner S. Williams, Professor of Engineering, University of Michigan, quoted in F. W. Kelsey's "Latin and Greek in American Education," p. 116.

NOTE.—See "Classical Journal" for November, 1912, containing the opinion of Dean M. E. Cooley of the University of Michigan on the above question.

## THE MINISTRY

### **THE MINISTER MUST BE FAMILIAR WITH BOTH THE LANGUAGE AND THE THOUGHT OF THE GREEKS AND ROMANS**

The New Testament was written in Greek and the writings of the early church were in Greek or Latin. Latin was the only ecclesiastical language during the middle ages, and it still remains the official tongue of the Catholic church. Moreover, the Christian religion arose in a world whose intellectual life was Greek and Roman. The minister who is familiar with the thought of those times has a great advantage over one who is not a classical scholar.

#### **OPINIONS OF EMINENT TEACHERS REGARDING THE NECESSITY OF A CLASSICAL TRAINING FOR MINISTERS :**

"The man who looks forward to the ministry ought to take the broadest and strongest college course which is possible. . . . I believe that Latin and Greek ought to be studied by such men through the whole four years of their college course."—A. D. Mackenzie, President of Hartford Theological Seminary, in F. W. Kelsey's "Latin and Greek in American Education," p. 169.

"Apart from the absurdity of a man's dealing in any profound way with a book whose language he is ignorant of, it ought to be remembered that practically all learned commentaries are unreadable to the man who does not know Hebrew and Greek. . . . Whatever place is given to other methods of training for special work, Latin and Greek will remain as a necessary part of the equipment of the theological scholar."—Hugh Black, Professor at Union Theological Seminary, New York, in F. W. Kelsey's "Latin and Greek in American Education," pp. 184-85.

**NOTE.**—Paste pages from the Greek and Latin testaments to aid realization of the above statements. Collect illustrations from Sunday-school lessons of features which a knowledge of classical life makes more intelligible. A list of hymns with Latin titles is also interesting.



## JOURNALISM

### OPINIONS OF LEADING JOURNALISTS REGARDING THE IMPORTANCE OF A CLASSICAL TRAINING

A LETTER FROM MR. PAUL ELMER MORE, EDITOR OF "THE  
NATION," JANUARY 5, 1912:

"Certainly I regard the ability to read Virgil and Homer as one of the most enduring luxuries a man can take from school into the world. . . . It has seemed to me in my editorial work that I have often observed the beneficial results of classical training in the orderliness of mind of contributors and the ill effects of its absence. I am more and more convinced every year that there is nothing that can take the place of the discipline of Latin and Greek."

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"In a recent address at Madison, Wis., Dr. Talcott Williams of the School of Journalism of Columbia University, emphasized the importance of the study of the ancient classics and uttered a warning against the neglect of these bulwarks of the old education."—"Wisconsin State Journal," May 13, 1912.

M. Francis Maynard, editor of the *Figaro*, one of the leading papers of France, prepared himself for his brilliant editorials from day to day by reading the classics. "The most successful and competent French journalist of his time really thought that a constant perusal of the great classics was the best preparation for his work in journalism. From them he drew his inspiration; they taught him to write; they were his companions day and night."—Mr. George W. Smalley, "Studies of Men," p. 361 (Harper and Bros., 1895).

"A striking proof of what can be done by the scholar in journalism was given by the career—unhappily cut short by fever during the siege of Ladysmith—of Mr. G. W. Steevens, who went on the daily press after winning several high distinctions in classics at Oxford. In his accounts of the Diamond Jubilee procession, of the Dreyfus court-martial, . . . he beat the descriptive reporter on his own ground, while he could deal adequately with literary and philosophical subjects which the mere reporter could not even approach. His skill in the craft of the special correspondent so impressed itself upon his contemporaries, that a London literary weekly, commenting on the lack of any notable descriptions of the coronation of the present King, remarked that 'the absence from among us of the late G. W. Steevens was severely felt.'"—Herbert W. Horwill, *The Training of the Journalist*, "Atlantic Monthly," January, 1911.

## LETTERS FROM EDITORS OF LEADING AMERICAN NEWSPAPERS:

"Your inquiry of March 5 can be answered, I think, in only one way by any person who has taken a college course. A knowledge of Greek and Latin, but especially of Latin, is emphatically of 'practical' value to anyone who hopes to make a living by writing the English language. The 'Record-Herald' appreciates what you say about classical illustrations in its editorial columns. The real value of knowing Greek and Latin, however, is not in enabling one to make learned references but in the power it gives to use simple words with aptness and a nice appreciation of their shades of meaning. Any college man who has become a writer will tell you that in this respect he finds even his half forgotten scraps of Latin useful every day of his life. Training in Latin also is of permanent value as a help in understanding the grammar of our own language. Most of our everyday words come from the Anglo-Saxon; these are of the first importance, but we learn them in childhood. Most of our scholarly or technical words come from the Latin, and these can be learned best by becoming acquainted with the original roots. Both kinds are necessary. A person can make a living, of course, and even be quite happy, without knowing a word of Latin or Greek; but nothing can so surely give a full appreciation and mastery of our own beautiful language as a knowledge of the tongues from which it is derived."—Edwin L. Shuman, Literary Editor, "Chicago Record-Herald," March 17, 1913. Letter to a student.

"I am very strongly myself for the humanities in education, and feel that my classical training was a very great advantage. But I know that good writers come up under other systems."—Rollo Ogden, Editor of the "New York Evening Post." Letter to student, March 11, 1913.

NOTE.—The above letters will be more effective if posted in connection with the actual copies of the papers.

## BUSINESS

### THE BOY WHO HAS HAD A THOROUGH TRAINING IN LATIN HAS A VERY GOOD EQUIPMENT FOR SUCCESS IN THE BUSINESS WORLD

A LETTER FROM DAVID B. FORGAN, PRESIDENT OF THE NATIONAL  
CITY BANK OF CHICAGO, ILL., JANUARY 3, 1913:

"In reply to yours of the 6th instant I would say that I know of nothing more useful to a business man than to be master of his own mother tongue, and as Latin is the proper foundation for accurate knowledge of English, I am thoroughly in favor of the teaching of Latin to our high-school boys."

Mr. Forgan thus expresses his idea of the kind of training that is really "practical" for success in the business world:

"If a boy is to achieve great success he will need a well-trained mind. A mind trained to concentrated study, to careful analysis of the subject in hand, and to be content with nothing short of the complete mastery of it, is the best equipment for business life a young man can possess."—"Chicago Tribune," 1912.

A LETTER FROM H. B. THAYER, PRESIDENT OF THE WESTERN  
ELECTRIC COMPANY, NEW YORK, MARCH 18, 1913:

"In reply to yours of the 13th instant, it has always been my opinion that the chief value of education is not in what is left in the memory, but is in the training of the mind and that either in business or in the professions, a general training of the mind should precede specialization. The comparison between education and the ploughing of a field is an old one but a good one. Education prepares the mind for the work of after life as the ploughing prepares the field. Different kinds of studies as mathematics, languages, and philosophy furnish different kinds of training. In my opinion they are equally valuable. Of what is left in the mind or memory the simple processes of mathematics are, of course, essential in all walks of life. In business or in the professions, on account of the large number of words in ordinary use derived from the Latin, such a knowledge of Latin as is retained is very valuable. In my opinion the study of Latin to the extent that it is carried on in a high school is of more practical benefit than many of the studies of the common schools."

NOTE.—See an investigation by Professor Harris Hancock of the University of Cincinnati in 1915 showing that a surprisingly large number of prominent business men of that locality were in favor of mathematics and the classics as required subjects in the high-school course. Note also the success of such experiments as that at Dorchester, Mass., where Latin forms a part of the commercial course in the high school.

**THE INTELLIGENT BUSINESS MAN WILL ANTICIPATE  
THE TIME WHEN HE NO LONGER NEEDS TO MAKE  
MONEY. A LIBERAL EDUCATION IN HIS YOUTH  
WILL PREPARE HIM TO SPEND HIS LEISURE  
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A quotation from an article by Mr. Emory J. Haynes in the "New York Evening Mail":

". . . . The deprecation of college education in which some men indulge is not to be taken at face value. Those splendid ages called classic are a passage in the world's history. Not to know Greece and Rome is not to know what man is on this globe. Not to know Homer and Shakespeare may not count in a shop, but it does count as an immense gap in honest self-consciousness when a man measures himself from the mind side of existence.

"Why do many rich and burdened men in advanced years continue in the galling harness? Not a little because 'business' constitutes all they know of human life. The costly libraries in their palatial homes do not attract them, for they do not know books. They have never met the great, world-long line of authors. They cannot find, within themselves, the sources of happy leisure.

"But it is precisely these sources of happiness that compensate countless college-educated men for a daily life of a small salary and a poor wage. Once away from the office of a humble clerkship, these men are rich in the exquisite companionship of their books. They prize the store of polite learning that they possess. They are more than content.

"A great corporation pays them a small clerical salary for certain daylight hours. But once free, at evening, they are princes. They know the poets and philosophers of all ages. They are never at a loss when left alone. Money to them is a servant, not a master—a means, not an end.

"Who will dispute that this is an ideal life? The college-trained man, just graduated, realizes two things. He knows how little he really knows. But he knows exactly where any kind of human knowledge is to be had. Again, is not that the ideal position of a human mind? . . . . And this very day the college would do vastly more in such training, if trained teachers had full control. It is allowing immature boys to elect their own studies that makes the college training of today less valuable than of old."—"The Classical Weekly."

**THE TESTIMONY OF A SUCCESSFUL MAN OF AFFAIRS  
AS TO THE PRACTICAL HELP HE HAS DERIVED  
FROM HIS CLASSICAL EDUCATION**

A "CLASSICAL FOUNDATION" AS A "PRACTICAL EQUIPMENT FOR LIFE'S JOURNEY" may to the "practical" man sound too absurd even to laugh at. And yet so strenuously active and wide-awake and unvisionary a person as Mr. James O. Fagan, railroad man, telegraph operator, traveler in two hemispheres, and "self-made" (as the saying goes) from boyhood, deliberately acknowledges his supreme indebtedness to classical study as the groundwork of his training for the work he was to find to do in the world. In the August instalment of his Autobiography of an Individualist in the "Atlantic Monthly," dwelling on that part of his storm-and-stress period that was passed at East Deerfield, Massachusetts, he says: "In presenting an argument, stating a case, or pleading a cause, other things being equal, I always attributed my intellectual advantage to the fact that in my youth I had received a thorough drilling in Latin and Greek, while my companions as a rule, in my line of life, had not. As a simple, practical equipment for life's journey, what may be called my classical foundation seems to me now to be worth all the other features of my school education put together."—"The Dial," September, 1912.

## THE STATESMAN

**IS IT NOT SIGNIFICANT THAT THE DESTINIES  
OF GREAT BRITAIN AND FRANCE HAVE BEEN  
GUIDED FOR CENTURIES, AND ARE GUIDED  
STILL, BY MEN WHO OWE MUCH TO GREEK  
AND LATIN?**

Picture of the House of Lords from the Supplement  
to the "Illustrated London News," January 29, 1910

British Lords who are practical men of affairs and at the same  
time classical men.

### **HOW FRANCE FEELS ABOUT THE STUDY OF THE CLASSICS**

#### **STATEMENT OF THE MINISTER OF PUBLIC INSTRUCTION FOR FRANCE**

"The classical culture should remain the object of ar-  
dent study, even if it were only for the reason that it has  
transmitted to French thought the greater part of the  
great ideas for which we are now fighting."—September  
10, 1915.

## ARCHITECTURE

**THE BEST TRAINED ARCHITECTS KNOW THAT A KNOWLEDGE OF CLASSICAL BUILDING IS ESSENTIAL TO THEIR SUCCESS, AND WHILE THIS MAY BE GAINED WITHOUT GREEK OR LATIN, IT IS UNDOUBTEDLY TRUE THAT SUCH COLLEGE COURSES IN ART AND ARCHAEOLOGY AS A CLASSICAL STUDENT MUST PURSUE BROADEN AND DEEPEN THE KNOWLEDGE HE GAINS THROUGH ENGLISH SOURCES**

"There can be no question that a thorough knowledge of the architecture of the Greeks and the Romans is vital to every modern architect. We can hardly imagine any education in art or architecture worthy of the name that does not commence with a study of these ancient forms which are still unexcelled for dignity, purity, proportion, and refinement."—George B. Post and Sons, Architects, New York City. Letter to student, February 3, 1913.

"In answer to your letter of May 13, we write to state that in our opinion the value of classical studies cannot be overestimated. The Committee on Education of the American Institute of Architects is on record as recommending that the study of Latin be required as a preparation for the profession of architecture. The best architectural schools in the country accept only holders of the degree of A.B. as candidates for entrance."—McKim, Mead and White, Architects, New York. Letter to student, May 17, 1913.

**THESE MODERN PUBLIC BUILDINGS HAVE STRIKING  
CLASSICAL FEATURES:**

New York City Post-Office—"Architectural  
Record," March, 1913

The Museum at Berlin.

The Madeleine at Paris.

The Union Railway Station at Washington.

The Capitol at Washington.

The City Hall and Courthouse at Chicago.

The Exchange at Brussels.

Palace of Fine Arts at Geneva.

Girard College at Philadelphia.

The Pennsylvania Railway Station at New York.

Courthouse at Indianapolis.

The State Education Building at Albany, New York.

The Northwestern Railway Station at Chicago.

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"It is upon the Roman practice that all subsequent European systems of decorative building have been founded, except the lightest and slightest—the wooden framed houses of mediaeval Europe and those of modern America and their like. Apart from fortifications and from structures built by engineers without artistic intention, there is not a single form of building in masonry since the 5th century which has not been developed from the practice of the imperial builders."—Russell Sturgis, "The Appreciation of Architecture," p. 55.

NOTE.—Mount pictures of the above or of similar buildings, to be found in almost any city.



## THE WOMAN AT HOME

### IS A TRAINING IN GREEK AND LATIN "PRACTICAL" FOR THE GIRL WHO IS PREPARING FOR A LIFE IN THE HOME?

Yes. It is even more important for her than for a boy, because competition in the business world is so keen in America that the average business man of today has almost no time for reading outside the daily paper and a few magazines. It is the wife and mother, then, in the average well-to-do family, who has the leisure for looking after the literary training of her children and the cultivation of their tastes for the finer things of life. For such duties she will need the most liberal education. And just as it would be a mistake for her to omit from her preparation such practical matters as learning how to cook, sew, and the details of housekeeping generally, it would be a much greater mistake to neglect the preparation for meeting the higher needs of herself and her children.

Moreover, in these later years, so many of the functions of the housewife have been taken outside the home through the invention of machinery and the organization of modern industry that the woman at home often finds that she has time, not only for her family, but for serving the community outside as well. She is rapidly finding out, too, that to be a good housekeeper and a good homemaker necessitates a broader vision and a deeper insight into the conditions of the modern industrial and political world than was needed by the wife and mother of even fifty years ago. And if she sees clearly, she will perceive that the torch of learning and the more spiritual ends of civilization are being left to her more and more in the rush of the business man and the politician for the material rewards of life. Under these circumstances, her classical training with its broad perspective of human life, its gift in the way of developing an ability to estimate values and to see clearly the real issues of life, will serve her well.

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"If the study of Latin gave only training in the power of concentration, I should think it of great practical value for a woman. The distractions of modern life, the numberless demands upon the time and thought of the earnest woman, whether her life is lived within the home or outside of it, make this mental habit invaluable.

"I might add that Latin is a 'practical subject' because of the help which it gives as preparation for other studies, such as French, Italian, English and History. It seems to me one of the 'basic' subjects, a good foundation for the education of any woman in whatever sphere her life may be lived."—Mary E. Woolley, President of Mount Holyoke College. Letter to student, April 11, 1913.

## VIII

LATIN ILLUMINATES  
TEXTBOOKS OF  
ROMAN HISTORY  
AND AFFORDS  
A DEEPER INSIGHT  
INTO THAT GREAT  
CIVILIZATION FROM  
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## THE BEGINNINGS OF OUR MODERN CIVILIZATION GO BACK TO CLASSICAL TIMES

"All the great intellectual impulses begin in Greece; the modern world only grows crops from the Greek seed. All the great political ideas come from Greece or Rome; the very notions of law and empire are theirs, and without them a modern empire is only an organized horde, like Gengis Khan's, or an organized shop, a gigantic trust, greed, blood, and iron. All poetry and philosophy has its roots there. Your very books and newspapers are full of allusions to Greece and Rome: cut them out and it would be like a world without the electric force."—Dr. W. H. D. Rouse, Cambridge University, England, in "Classical Weekly" for January 11, 1913, IV, 82.

"The History of Greece and Rome is the foundation of our modern culture in almost every direction. To understand our own life, our own ideas of state and law, of world and human tasks, of knowledge and art and philosophy, we must turn to those nations which influenced most strongly the whole further development of mankind."—Hugo Münsterberg, Professor of Psychology at Harvard University, "Psychology and the Teacher," p. 294.

"Notice first, then, that culture studies link man principally with the *past*; their roots strike deep into history. Rome attached the glorious heritage of centuries; Carthage, Syracuse, Athens, Thebes, Sparta, Alexandria, Jerusalem, were swallowed successively. Then she proceeded to annex the hopes of the future—Gaul, Spain, Germany, Britain. On these she stamped her language, her laws, her institutions, for a millennium; thus we, their latest heirs, live bosomed in her still. Try as we may, we cannot rid ourselves of the long, triumphant list of emperors, popes, kings, jurists, philosophers, theologians, ecclesiastics, and saints who led mankind always within the framework of her civilization. Nay, in proportion as we attempt to shake her off, to free us from all knowledge of the tongue that preserves her unmatched achievement, we dedicate ourselves once more to a new barbarism, different in degree, mayhap, from that of our blue-clayed ancestors, but nowise different in kind."—R. M. Wenley, "The Nature of Culture Studies," quoted on p. 63 of F. W. Kelsey's "Latin and Greek in American Education."

## THE INFLUENCE OF ROMAN LAW IS STILL FELT IN THE MODERN WORLD

### ROMAN LAW IN EUROPE

"The influence of the Roman law has been continued in modern times in Europe through the Code Napoleon which was based in part on the law of southern and eastern France which was Roman by direct descent. Through this Code the Roman influence has been perpetuated in central and southern Europe generally, especially in Holland, Belgium, a part of Switzerland, in Italy, Spain and France."—Clifford Moore, Professor of Latin at Harvard University. Letter to student, January 10, 1913.

### ROMAN LAW IN AMERICA

"Although the Romans held Britain from the first century to the beginning of the fifth, the Roman civilization was practically swept off the face of the earth by the coming of the Anglo-Saxon in 449 and afterward. There is therefore practically no Roman law in the present English law that has had a continuous existence on English soil from the time of the Roman occupation. . . . From the time of the Conquest, however, there have been frequent infusions of Roman law into English law through the influence of the lawmakers, the decisions of the courts and the writings of scholars, and this process is still going on both in England and America. In the early part of the last century, when hatred of England was so strong in this country, the American frequently borrowed from the French (modern Roman) law to aid them in their decisions. An interesting case of such borrowing from Roman or Romanic sources is found in *Nebraska vs. Iowa*, 143, U.S. 359, decided in February 1892. (See any large city library or law office.) . . . The most important point of contact of the two systems for Americans is in our own Louisiana and in our island dependencies, Porto Rico and the Philippines. The laws of Mexico, of Central America and of all of the South American states are direct derivatives of the classical Roman law. Any trouble that we may have with these countries which would bring us into their courts would necessarily have to be settled in accordance with the rules of their modernized Roman law."—Joseph H. Drake, Professor of Roman Law, University of Michigan. Letter to student, January 5, 1913.

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"The great service rendered by the Romans was the way in which they worked out a very complex and refined system of law which has been in many countries the base of legal development and legal practice ever since."—Hon. James Bryce, formerly British ambassador to America. Letter to student, January 10, 1913.

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**MISCELLANEOUS EXAMPLES IN THE MODERN WORLD  
OF INTERESTING SURVIVALS FROM CLASSICAL  
TIMES:**

**THE SHAPE AND NAMES OF CERTAIN ENGLISH TOWNS**



Chester (*L. castra*, camp), in England, is still encircled by walls which follow those of the ancient Roman camp upon this site.

**OTHER EXAMPLES**

The shape of our theatre and amphitheatre.

The circus and its procession.

Our printed letters and our handwriting (see Frank Frost Abbott's "Common People of Ancient Rome," chapter entitled "Forms of the Letters of Our Alphabet," pp. 234 f.).

Our calendar.

The Olympic games: the stadium; such events as the Marathon race; athletic cups; trophies, etc. (see "Illustrated London News" for August, 1912).

Symbols for English money: £, pound, from Latin *libra*, pound; s, shilling, from Latin *solidum*; d, penny, from Latin *denarius* (see F. W. Kelsey's "Latin and Greek in American Education," p. 31).

**THESE PROBLEMS OF TODAY WERE LIVE QUESTIONS  
IN ROME:**



Copyright by John T. McCutcheon

**THE HIGH COST OF LIVING**

McCutcheon in the "Chicago Tribune," April 8, 1913. (See Abbott's "Common People of Ancient Rome," pp. 145 f., for a popular account of Diocletian's efforts in this connection.)



Election of candidates by direct vote of the people  
Relation between business and politics  
Government control of public utilities  
Maintenance of the army and navy  
Graft in the business world  
Methods of taxation  
Corruption in politics  
The race problem  
The labor problem  
Capital punishment  
Foreign relations  
Lawlessness  
Suffrage  
Class privilege  
Eugenics  
Divorce  
Education  
Religion  
Immigration  
War

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Guglielmo Ferrero, an Italian professor of Roman history, considers that ancient Rome and America of today have many points in common. In the "Atlantic" for July, 1910, he writes as follows: "Now I think that a journey to the New World is, above all, intellectually useful to a historian of the Ancient World, and that in order to understand the life and history of Greek or Roman society, it is quite as useful, if not more so, to visit the countries of America as to visit Asia Minor or North Africa."

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NOTE.—Paste illustrations of the above from articles and cartoons in newspapers and magazines. A typewritten account of parallels from Latin literature will be effective in bringing out the similarity. For an illustration of this method see the treatment of the topic "suffrage" on the following page. The present European war offers many opportunities in the way of comparison, which may be made to serve the interests of the classical teacher.

**WHEN YOU READ THESE SPEECHES CONCERNING  
SUFFRAGE FOR WOMEN, DELIVERED IN ROME IN  
THE SECOND AND FIRST CENTURIES B.C., YOU  
WILL ALMOST THINK YOU ARE READING THE  
MODERN NEWSPAPER**

A SPEECH DELIVERED IN THE SENATE BY CATO on the occasion of a vigorous protest on the part of Roman women to a law limiting expense in dress, when, as Livy, the Roman historian, says, the matrons could be kept at home neither by persuasion, nor by a sense of modesty, nor by the authority of their husbands. They blocked up all the streets of the city and the approaches to the Forum, importuning men as they came down to the Forum to vote for the restoration of their rights.

"Are your ways more winning in public than in private and with other women's husbands than your own? And yet not even at home ought you to concern yourselves with the laws which are passed or repealed here. Our fathers have not wished women to manage even their private affairs without the direction of a guardian; they have wanted them to be under the control of their parents and their brothers and their husbands. We, by our present action, if the gods permit it, are letting them go into politics even; we are letting them appear in the Forum, and take a hand at public meetings and in the voting booths. . . . Pray, what will they not assail, if they carry this point? Call to mind all the principles governing them by which your ancestors have held the presumption of women in check, and made them subject to their husbands. Though they have been restrained by all these, still you can scarcely keep them in bounds. Tell me, if you let them seize privileges and wrest them from you one by one, and finally become your equals, do you think you can stand them? As soon as they have begun to be your equals they will be your superiors."—Frank Frost Abbott, "Society and Politics in Ancient Rome," pp. 46-47.

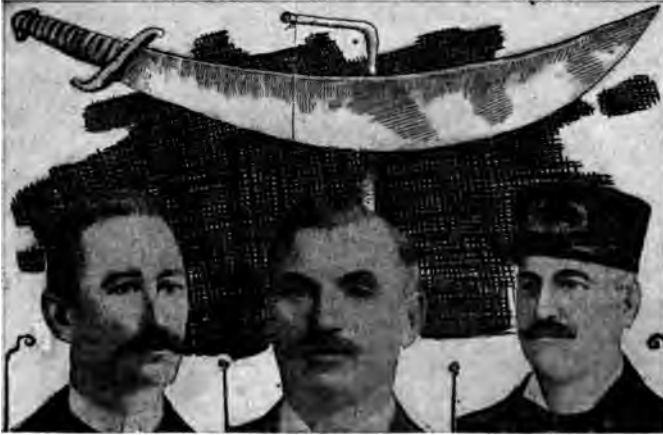
NOTE.—"Two of the tribunes had announced their intention to veto the repeal bill and in their final tactics the Roman women seem to have anticipated political methods which are not unknown today. They beset the doors of these officials in a solid phalanx, and did not give over their demonstration until the tribunes promised not to oppose them."

SPEECH DELIVERED IN 43 B.C. BY HORTENSIA, A PROMINENT SUFFRAGIST, when an edict was passed requiring fourteen hundred of the richest women to make a valuation of their property and to contribute for the needs of a civil war such portion of it as would be required.

"Let war with the Gauls or Parthians come and we shall not be inferior to our mothers in zeal for the common safety; but for civil wars may we never contribute, nor even assist you against one another. . . . Why should we pay taxes, when we have no part in the honors, the commands, the state-craft, for which you contend against one another with such harmful results?"—Frank Frost Abbott, "Society and Politics in Ancient Rome," pp. 49-50.

NOTE.—"When Hortensia had thus spoken the triumvirs were angry that women should dare to hold a public meeting when men were silent . . . and they ordered the lictors to drive them away from the tribunal, which they proceeded to do until cries were raised by the multitude outside, and the triumvirs said they would postpone till the next day the consideration of the matter."

**THE POLITICAL CORRUPTION OF TODAY IS STRIK-  
INGLY LIKE THAT OF ROME IN THE CLOSING  
YEARS OF THE REPUBLIC**



*Copyright by John T. McCutcheon*

(McCutcheon in the "Chicago Tribune")

**SUSPENDED POLICE OFFICIALS OVER WHOM HANGS  
THE SWORD OF DAMOCLES**

**NOTE.**—Post such articles as The Lorimer Case in Ancient Rome by Guglielmo Ferrero in "Hearst's Magazine" for September, 1912, and the many illustrations of the point to be found in any American newspaper. The Cicero text read in high school affords abundant material for an effective comparison with modern conditions.

**IT IS INTERESTING TO NOTE THE SIMILARITY  
BETWEEN CERTAIN FEATURES OF ROMAN AND  
AMERICAN METHODS OF ELECTIONEERING**

- I. The honest candidate made every legitimate effort to win the favor of voters just as the honest modern candidate does, while the unscrupulous one attained his end in much the same fashion as does the corrupt politician of today.
- II. Our political posters are not different in spirit from those found at Pompeii and are often similar in expression. Compare, for example, the following posters:

P·FVR·II·V·V·B·O·V·F

Publium Furium duumvirum,  
virum bonum, oro vos, facite.  
"Make Publius Furius duum-  
vir, I beg of you; he's a good  
man."

Found at Pompeii (1st century  
A.D.).

ROOSEVELT-JOHNSON  
· Will you help elect them ?

Used in our recent campaign  
(1912).

Such statements as these, easily paralleled today, were often expressed about the candidate:

*dignum re publica, worthy of public office.*

*iuvenem probum, an upright young man.*

*hic aerarium conservabit, he will be the watchdog of the treasury.*

*et ille te faciet, (elect him) and he will do as much for you.*

- III. Our campaign speeches are strikingly similar in spirit to those of Cicero and Catiline. A Roman politician, for example, would be quite at home in reading some of the speeches of the recent campaign in which personal invective was a conspicuous feature. In this connection see newspapers and magazines for summer of 1912; also an arraignment of Hearst by Secretary Root in the "Chicago Tribune" for November 2, 1906.

**THE MODERN WORLD MAY PROFIT MUCH BY THE  
EXPERIENCE OF THE ROMANS; IT CANNOT  
AFFORD TO DISREGARD THE LESSONS THEY  
LEARNED**

"A sober reflection on the history of the ancient republics might put us on our guard against many of the dangers to which we ourselves are exposed."—Irving Babbitt, "Literature and the American College," p. 171.

"Moreover, I believe that the deeper one has delved into the past, and particularly the past as represented by Greece and Rome, the keener will be his interest in the coming lot of his fellow-men. . . . The Greeks faced many of our problems and have much to tell our own generation as it stands before the door of tomorrow."—Fred B. R. Hellems, "The Dial," March 1, 1913, pp. 176-78.

"They [the classics] contain a body of human experience and tried wisdom by which we may still guide our steps as we stumble upon the dark ways of this earth. . . . For, frankly, if a man is not convinced that the classics contain a treasure of practical and moral wisdom which is imperatively needed as a supplement to the one-sided theories of the present day, and as a corrective of much that is distorted in our views, he had better take up some other subject to teach than Greek or Latin."—Paul Elmer More, *The Paradox of Oxford*, "School Review," June, 1913.

"We should have scant capital to trade on were we to throw away the wisdom we have inherited and seek our fortunes with the slender stock we ourselves have accumulated. This, it seems to me, is the real, the prevalent argument for holding every man we can to the intimate study of the ancient Classics. . . . Your enlightenment depends on the company you keep. You do not know the world until you know the men who have possessed it and tried its wares before you were ever given your brief run upon it. And there is no sanity comparable with that which is schooled in the thoughts that will keep. . . ."—Woodrow Wilson, President of the United States.

**NOTE.**—Work out some concrete illustrations from Roman life of experiments and ways of thinking from which the modern world might well profit.

**WIDE READING IN THE CLASSICS GIVES A PERSPECTIVE FOR A CORRECT JUDGMENT OF THE PRESENT. MANY PEOPLE THINK THAT THIS IS THE MOST "PRACTICAL" FEATURE OF A CLASSICAL TRAINING**

"Without a knowledge of the thought of Greece and Rome, you cannot estimate the thought of your own or any other generation, because you do not know how to distinguish its peculiar quality from the common inheritance."—Paul Shorey, *The Case for the Classics*, "School Review," November, 1910, p. 612.

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"The average American has come to have an instinctive belief that each decade is a gain over the last decade, and that each century is an improvement over its predecessor; the first step he has to learn in the path of culture is to realize that the advance in civilization cannot be measured by the increase in the number of eighteen story buildings. The emancipation from the servitude to the present may be reckoned as one of the chief benefits to be derived from classical study."—Irving Babbitt, "Literature and the American College," p. 165.

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"A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from him the outlines of everything become indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of modern history, the Middle Ages and antiquity."—Schopenhauer.

**TO WHAT EXTENT IS THE KNOWLEDGE OF THIS PAST  
CIVILIZATION DEPENDENT UPON THE STUDY OF  
LATIN? CAN IT NOT BE OBTAINED WITHOUT IT?**

The knowledge of this ancient civilization, while not dependent upon the study of Latin, is undoubtedly more lasting and more significant to the man of classical training who has read the original sources as well as the English. For any intimate acquaintance with the thought and the life of the people, any thorough appreciation of the influence of Greece and Rome, requires a considerable period of time for the leisurely absorption of the details and such close association with them as the effort of translation throughout the years of high school and college entails. In no other way can these details of classical life become a permanent possession. It is almost impossible, in the first place, for one not familiar with Latin literature to succeed in feeling the full force of such words as "omen," "portent," "piety," "religion," "inaugural," "auspices," "vow," "Rome," etc., and to gain an adequate conception of the importance of the ideas back of these words in any consideration of Roman life. The English dictionary gives him the facts but not the atmosphere which in some way or other has come to surround these words in the mind of the classical student during his years of reading in Greek and Roman literature. Except in rare cases he must be satisfied with a superficial understanding of such points. In the second place, what he does get is likely to be transitory. Nothing is more common than to hear a non-classical student say about some point in mythology, for example, "I have looked that name up dozens of times but I can't seem to remember it." His knowledge on this point has been too easily and hastily acquired to be lasting. These two disadvantages, then, inability really to grasp the full significance of certain facts in connection with the life of the past and a tendency to forget or confuse them, are the penalty, except in unusual cases, for a neglect of classical training.



THE ACCOUNT OF THIS ANCIENT WORLD GIVEN IN  
ROMAN HISTORIES IS MUCH MORE VIVID TO ONE  
WHO READS THEIR PAGES WITH A BACKGROUND  
OF CLASSICAL STUDY



HANNIBAL

As he appears to one who has  
read about him in English sources  
only

As he appears to the college man  
who has read the Latin account in  
Livy as well as the English sources

NOTE.—Caesar, Cicero, and many other characters prominent in high-school Latin, may be used as examples of the above point. This illustration will be more effective if the class has been trained to watch for the many sidelights on human nature in connection with the reading of the Latin text.

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# IX

OTHER WAYS IN  
WHICH THE STUDY  
OF LATIN  
MAKES THE WORLD  
ABOUT US MORE  
INTERESTING

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**ABILITY TO READ LATIN INSCRIPTIONS WILL ADD  
MUCH TO THE PLEASURE OF THE INTELLIGENT  
TRAVELER**



Such inscriptions as the above are very common in Europe

**EXAMPLES OF INSCRIPTIONS WHICH TRAVELERS FIND:**

On the Tomb of Pope Leo XIII at Rome:

**Ecclesia ingemuit, complorante urbe universa.**

"The church mourned, while all the city lamented."

On the monument in Switzerland called the "Lion of Lucerne":

**Helvetiorum fidei ac virtuti.**

"To the loyalty and bravery of the Helvetians."

On a sun dial in an old garden in Europe:

**Horas non numero nisi serenas.**

"I number only sunny hours."

On a bronze tablet in Oxford College, England, set up in memory of the men killed in the South African war:

**Dulce et decorum est pro patria mori.**

"It is sweet and fitting to die for one's country."

Over a door in Dantzic, Germany:

**Hospes, se tibi pulsanti ianua pandit.**

"Guest, the door opens at your knock."

On a French tomb:

**Fortuna, infortuna, forti una.**

"Good fortune or bad fortune, one and the same thing to a brave man."

NOTE.—The new post-office in New York has this inscription taken from the Greek of Herodotus 8. 98: "Neither snow, nor rain, nor heat, nor night stays these couriers from the swift completion of their appointed rounds."

**THESE SEALS ARE MORE INTERESTING TO ONE WHO  
CAN READ LATIN:**

**UNITED STATES**

**E pluribus unum**

"One composed of many"

**COLORADO**

**Nil sine numine**

"Nothing without God"

**NEW YORK**

**Excelsior**

"Higher"

**MAINE**

**Dirigo**

"I direct"

**ARKANSAS**

**Regnant populi**

"The people rule"

**KANSAS**

**Ad astra per aspera**

"To the stars through difficulties"

**VIRGINIA**

**Sic semper tyrannis**

"Ever thus to tyrants"

**DISTRICT OF COLUMBIA**

**Justitia omnibus**

"Justice for all"

**WEST VIRGINIA**

**Montani semper liberi**

"Mountaineers are always  
freemen"

**IDAHO**

**Esto perpetua**

"Let her endure forever"

**CONNECTICUT**

**Qui transtulit, sustinet**

"He who transplanted, sustains"

**NORTH CAROLINA**

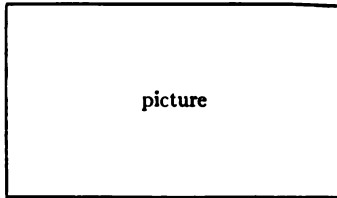
**Esse quam videri**

"To be rather than to seem"

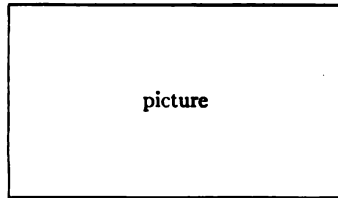
**NOTE.**—In the same way, make a collection of university seals, coats-of-arms, mottoes for well-known societies, etc.

**MANY OBJECTS IN NATURE SUCH AS FLOWERS,  
TREES, ANIMALS, THE STARS, ETC., HAVE INTER-  
ESTING STORIES FROM THE GREEK CONNECTED  
WITH THEM**

**FLOWERS**

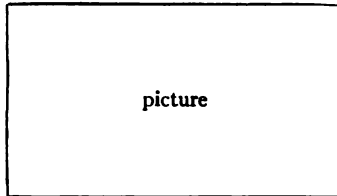


**The Hyacinth  
(story)**

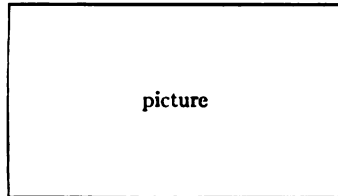


**The Violet  
(story)**

**TREES**

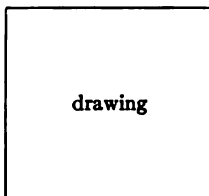


**The Laurel  
(story)**

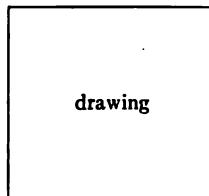


**The Pine  
(story)**

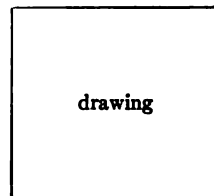
**STARS**



**Orion  
(story)**



**The Great Bear  
(story)**



**Leo  
(story)**

**NOTE.**—For these stories see *Myths and Legends of Flowers, Trees, Fruits, and Plants* by Charles M. Skinner, or any text on classical mythology. The accounts in typewritten form should be pasted below the pictures. Students can co-operate very *largely by preparing* the paintings and drawings.

**IT IS A MISFORTUNE NOT TO BE ABLE TO READ  
THE MANY LATIN MAXIMS AND QUOTATIONS  
FAMILIAR TO EDUCATED MEN**

"'Yankee supremacy,' Calderon admits, 'had been excellent, but an irresponsible supremacy is perilous. *Quis custodiet custodem?*' he asks." "*Who will guard the guardian?*" ("Chicago Tribune").

"I find myself, in short, an old-fashioned person, not quickly adaptable to the times in which I live; and though I have been so duly chastened by my juniors as only rarely and in secret to reveal myself as a *laudator temporis acti*, still it is difficult or impossible for me to reach the flying goal of being up-to-date." "*A praiser of times past*" ("Atlantic," March, 1913).

"Yet *nil admirari* as Horace says; but I forgot for the moment that one of the habits I have been trying to unlearn is that of extemporaneous and unverified quotation, especially from the Bible or from the classics, which I find in particularly bad form at present." "*To be astonished at nothing*" ("Atlantic," March, 1913).

"Harsh things will be said of such of them as are not already dead and therefore immune under the rule *de mortuis nil nisi bonum*. We ought rather to be glad that they have helped us to meet a blue Monday with a smile." "*Say nothing of the dead save what is good*" ("Chicago Tribune").

**OTHER EXAMPLES**

**Timeo Danaos et dona ferentes:** "I fear the Greeks even when bearing gifts."

**Carpe diem:** "Seize the present opportunity."

**Noli me tangere:** "Don't touch me."

**Odi profanum vulgus:** "I hate the common crowd."

**Herculem ex pede:** "From his foot, one can judge a Hercules."

**De gustibus non est disputandum:** "One should not dispute about tastes."

**Caveat emptor:** "Let the purchaser beware."

**Audaces fortuna iuvat:** "Fortune helps the bold."

**Festina lente:** "Make haste slowly."

**Nil mortalibus ardui est:** "Nothing is hard for men."

**Tot homines quot sententiae:** "So many men, so many opinions."

**SUCH SHORT LATIN PHRASES AS THESE ARE IN DAILY  
USE:**

<b>magnum bonum</b>	<i>... a great good</i>
<b>prima facie</b>	<i>... at first sight</i>
<b>modus operandi</b>	<i>... method of working</i>
<b>bona fide</b>	<i>... in good faith</i>
<b>obiter dictum</b>	<i>... a thing said by the way</i>
<b>sub rosa</b>	<i>... under the rose, privately</i>
<b>inter nos</b>	<i>... between ourselves</i>
<b>ad nauseam</b>	<i>... to disgust or satiety</i>
<b>ad unguem</b>	<i>... to the nail, exactly</i>
<b>alter ego</b>	<i>... another self</i>
<b>in medias res</b>	<i>... into the midst of things</i>
<b>brutum fulmen</b>	<i>... a harmless thunderbolt</i>
<b>casus belli</b>	<i>... that which causes war</i>
<b>crux</b>	<i>... a cross, puzzle, or difficulty</i>
<b>cui bono?</b>	<i>... to what end?</i>
<b>cum grano salis</b>	<i>... with a grain of salt</i>
<b>Dei gratia</b>	<i>... by the grace of God</i>
<b>Deo volente</b>	<i>... God willing</i>
<b>disiecta membra</b>	<i>... scattered remains</i>
<b>ex cathedra</b>	<i>... from the chair or seat of authority—an authoritative utterance</i>
<b>facile princeps</b>	<i>... easily pre-eminent, indisputably the first</i>
<b>horribile dictu</b>	<i>... horrible to say</i>
<b>mirabile dictu</b>	<i>... wonderful to say</i>
<b>in situ</b>	<i>... in its original situation</i>
<b>in toto</b>	<i>... in whole, entirely</i>
<b>ipse dixit</b>	<i>... he himself said it, a dogmatic assertion</i>
<b>ante bellum</b>	<i>... before the war</i>
<b>post mortem</b>	<i>... after death</i>
<b>sic passim</b>	<i>... so everywhere</i>
<b>viva voce</b>	<i>... orally</i>
<b>sine die</b>	<i>... without a day being appointed</i>
<b>vox populi</b>	<i>... the voice of the people</i>

## LATIN PLAYS A VERY IMPORTANT PART IN THE CATHOLIC CHURCH OF TODAY

There are more than 300,000,000 people in the Catholic church, all of whom sing hymns in Latin, listen to a Latin ritual, and use Latin prayers. There are 500,000 priests whose use of Latin in the ritual averages two hours a day. Many of these speak Latin. Moreover, since Latin is the official language of the church, all formal documents, correspondence, and edicts are written in this language. It was not an unusual thing under the late pope, Leo XIII, to see one of his Latin letters in our newspapers.

### LATIN PRAYERS AND HYMNS IN DAILY USE

#### PATER NOSTER

Pater noster, qui es in coelis, sanctificetur nomen tuum: adveniat regnum tuum: fiat voluntas tua sicut in coelo, et in terra. Panem nostrum quotidianum da nobis hodie: et dimitte nobis debita nostra, sicut nos dimittimus debitoribus nostris. Et ne nos inducas in tentationem, sed libera nos a malo. *Amen.*

#### AVE MARIA

Ave Maria, gratia plena, Dominus tecum, benedicta tu in mulieribus, et benedictus fructus ventris tui, Jesu. Sancta Maria, Mater Dei, ora pro nobis peccatoribus nunc et in hora mortis nostrae. *Amen.*

#### MAGNIFICAT

Magnificat anima mea Dominum.  
Et exultavit spiritus meus in Deo salutari meo.  
Quia respexit humilitatem ancillae suae: ecce enim ex hoc beatam me dicent omnes generationes.  
Quia fecit mihi magna qui potens est: et sanctum nomen eius.  
Et misericordia eius a progenie in progenies: timentibus eum.  
Fecit potentiam in brachio suo: dispersit superbos mente cordis sui.  
Deposuit potentes de sede: et exaltavit humiles.  
Esurientes implevit bonis: et divites dimisit inanes.  
Suscepit Israel puerum suum: recordatus misericordiae suae.  
Sicut locutus est ad patres nostros: Abraham, et semini eius in saecula.  
Gloria Patri et Filio et Spiritui Sancto.  
Sicut erat in principio, et nunc et semper: et in saecula saeculorum. *Amen.*

#### CREDO

Credo in unum Deum, Patrem omnipotentem, factorem coeli et terrae, visibilium omnium, et invisibilium. Et in unum Dominum Jesum Christum, Filium Dei unigenitum. Et ex Patre natum ante omnia saecula. Deum de Deo, lumen de lumine, Deum verum de Deo vero. Genitum non factum, consubstantialem Patri: per quem omnia facta sunt. Qui propter nos homines, et propter nostram salutem descendit de coelis. Et incarnatus est de Spiritu Sancto ex Maria Virgine: et homo factus est. Crucifixus etiam pro nobis: sub Pontio Pilato passus, et sepultus est. Et resurrexit tertia die, secundum Scripturas. Et ascendit in coelum: sedet ad dexteram Patris. Et iterum venturus est cum gloria iudicare vivos, et mortuos: cuius regni non erit finis. Et in Spiritum Sanctum, Dominum, et vivificantem: qui ex Patre Filioque procedit. Qui cum Patre et Filio simul adoratur, et conglorificatur: qui locutus est per Prophetas. Et unam sanctam catholicam et apostolicam Ecclesiam. Confiteor unum baptisma in remissionem peccatorum. Et expecto resurrectionem mortuorum. Et vitam venturi saeculi. *Amen.*

#### LAUDETE DOMINUM

Laudate Dominum omnes gentes: laudate eum omnes populi.  
Quoniam confirmata est super nos misericordia eius: et veritas Domini manet in aeternum.  
Gloria Patri et Filio et Spiritui Sancto.  
Sicut erat in principio, et nunc et semper: et in saecula saeculorum. *Amen.*

NOTE.—Any person familiar with the ritual of the Catholic church will at once think of many concrete illustrations of this point.



THESE STRIKING ADVERTISEMENTS ARE BASED  
ON THE MYTHS OF GREECE AND ROME; THE  
BUSINESS WORLD ASSUMES THAT EVERYONE  
KNOWS THESE STORIES:

**305,000 BELL TELEPHONES  
IN  
CHICAGO**

**Faster Than Mercury**  
 Not a Myth but a Reality — is the  
 Telephone God of Commerce  
**305,000**  
 instruments, representing  
**1,750,000**  
 daily calls, are now in service in  
 Chicago. Three million instruments  
 are estimated to be  
**7,000,000**  
 others, distributed throughout the  
 United States, all of which are available  
 in person of the  
 Bell Telephone System.  
 All Bell Telephones in Chicago are  
 Long Distance Stations.

**Chicago Telephone Company**  
 Bell Telephone Building

Mercury, the messenger of the gods, famed for the swiftness of his flight

NOTE.—See also the advertisements of the Commonwealth Edison Electric Light Company, Chicago; O'Sullivan's Heels; the Goodyear Tires, etc.



"Architectural Record," March, 1913

Atlas, the Greek hero who held the world upon his shoulders



Vulcan, the smith of the gods, who was always associated with fire

#### OTHER EXAMPLES

Atlas Trunk Co.  
Janus Vacuum Bottle  
Hercules Stump Puller  
" Invisible Hooks  
" Cement Stone  
Machine

Ajax Tires  
Ajax Motor  
Apollo Piano  
Vulcan Wax Melter  
Diana Lead Pencils  
Diana Stuff Confection

Vesta Matches  
Nectar Tea  
Midas Metal Polisher  
Phoenix Fire Insurance Co.  
Venus Lead Pencil  
Venus Sandal  
Kellogg's Toasted Corn Flakes,  
"If Venus had arms"  
Athena Underwear  
Athena National Biscuit Co.  
Dryad Cane Furniture  
Prometheus Plate Warmer

**YOU CANNOT SEE THE POINT OF THESE CARTOONS  
WITHOUT A KNOWLEDGE OF CLASSICAL MY-  
THOLOGY**



Donahey, in "Cleveland Plain Dealer"



Ganymede and the German Eagle

SULTAN—"Of course I know it's a great honor being 'taken up' like this; still, I'm almost beginning to wish that the bird had left me alone."

—"Punch" (London)

NOTE.—Make a collection of the many humorous pictures bearing on classical matters to be found in current magazines and newspapers.

**THE CLASSICAL MAN WITH A SENSE OF HUMOR HAS  
A KEEN ENJOYMENT IN SUCH POEMS AS THE  
FOLLOWING:**

**THE LINKS OF ANCIENT ROME\***

BY PAYSON SIBLEY WILD AND BERT LESTON TAYLOR

**I**

**AUGUSTUS FIT CUPIDUS  
SCIENDI**

(C II K)

"Nuper, Octavi, dixisti iturum  
Te mecum olim et campos visurum  
Ubi libentes iam ludimus illa  
Altivolante, durissima pila.  
Dic mihi, vetule, saltem spectare  
Nonne nunc vis, si nondum ten-  
tare?"

Frustra cum Imperatore locutus,  
Impedimenta ac fustes indutus,  
Abii atque quaesivi amicos  
Qui iam profecti ad agros apricos.  
Sed vis discesseram fessus orando,  
Cum Caesar, fessus et ipse negando,  
Talia reddit adstantibus fando:

"Bella, Rapinae, Incendia, Caedes,  
Carmina, Litterae, Tempia et Aedes,  
Quae sunt res publicae, graves et  
durae,

Illis furentibus nihil sunt curae;  
Immo pol VINUM, MULIERES,  
CANTUM,

Non tantum diligunt, antea quan-  
tum!

Namque NOVICIUS LUSUS DAM-  
NABILIS

Nescio quis, et, ut dicunt, mirabilis  
Fascinavisse videtur sodales  
Quondam carissimos contubernales.

Eam rem omnem non facio flocci;  
Sum studiosior COMICI SOCCI,

Amo PICTURAS MOVENTES vel PON-  
TEM,

**I**

**AUGUSTUS BECOMES C2K**

MAECENAS:

"Octavius, I've often heard you say  
That you'd cut out the work some  
sunny day,  
And have a look at our new country  
club.

Why not this aft, old top? Put on  
a sub;

Come down and watch us shoot a  
round of golf,

Whether you stay to play or stay to  
scoff."

"Nix on that golf stuff," said the  
Emperor,

And so to prod him further I fore-  
bore.

Grabbing my clubs I chucked them  
in my car,

And made the two miles to the links  
in par;

While Caesar, peeved at having  
stood me off,

Let go the following remarks on golf:

AUGUSTUS:

"War, glory, statecraft, and the  
Muses Nine

No longer charm these golf-mad  
friends of mine;

Wine, skirts, and song have also lost  
their hold

Beside this strange new game that,  
I am told,

By old and young and wise and  
foolish played is—

For which I would not give a hoot in  
Hades.

Me for the play or moving picture  
show,

\*From the Diary of Maecenas, according to the testimony of the authors, a fragment which seems to prove that the game of golf had its origin in the reign of Augustus.

Cupidus nunquam per vallem aut montem

PILULAM ALBAM sequendi in fontem!

"At cantilenam eandem cur cano;  
Num decet ipsi mentiri tyranno?

Huc AUTOMOVENS VEHICULUM ferte!

Quid-INEL agant comperiam certe."

A hand at bridge or any game  
with go;

But chasing white pills round a  
vacant lot

Is my idea of entertainment, *not*.

"But here I am, singing the same old  
tune.

I've really not much on this after-  
noon,

And can, as old Maecenas said,  
knock off

And watch him shoot a hole<sup>2</sup> or two  
at golf.

My motorcycle, boy! I'd like to see  
Just wotinel this d. f. game may be."

## II

AUGUSTUS UTITUR LINGUA  
VULGARI SED LUDUM  
DISCIT

Pilam expuleram aggere primo,  
Cum Imperator iam illitus limo,  
Clamans "Quid! Istoc est totum?"  
apparet,

Atque observat dum pila volaret

PEDES per caelum ad terram SES-  
CENTOS.

"En," inquit, "sane homunculos  
lentos,

Qui quot diebus exercent iam du-  
dum

Effeminatum eiusmodi ludum!

"Quam PUTRIS ICTUS hic proximus  
erat!

Talis ut aegre peritus pol ferat;

Tu imbecillus es, hercle, Maecenas;

Quid fluit tibimet, quaeso, per  
venas?

'ATAVIS EDITE REGIBUS'—quippe;

Hoc enim luderet ludo XANTIPPE!

Si non potuero longius sphaeram

Quam tu impellere, causam tum  
quaeram.

Clavam da mihi; ostendam, sceleste,

## II

AUGUSTUS INDULGES IN  
STRONG LANGUAGE, BUT  
DECIDES TO LEARN  
THE GAME

I whaled the ball two hundred yards  
or more—

A screamer—when up wheeled the  
Emperor,

Exclaiming, as he watched the  
sphere sail off,

"Ye gods! Is *that* the total sum of  
golf!

Weaklings and mollycoddles, what  
a shame

To waste your time on such a baby  
game!

"And you, Maecenas, 'Son of An-  
cient Kings'

(As Flaccus boy satirically sings

In his last book, 'A Line-o'-Verse  
or Two'),

Is that the best, old scout, that you  
can do?

A stroke most ladylike! Why, on  
my soul,

I'd back Xantippe for a ball a hole!

"Say, if I couldn't slam that piffing  
pill

Ego ut faciam. Omnes adeste!"

Ita locutus, tenaciter prendit  
Clavem et statim ad aggerem tendit.  
Spuens confestim in mediam manum  
Pectore scelus anhelans profanum,  
Agitat baculum sat negligenter;  
S-s-s-t! ferit sphaeram (ut putat)  
valenter.

At tamen haec immobilis iacet,  
Atque Augustus attonitus tacet.  
Puer cachinnat, qui saccum ferebat,  
Temporis tamen momento silebat,  
Nam ululatum iam Princeps tolle-  
bat:

"STULTE DAMNATE, AD USQUE  
AVERNAM  
VOLO TU EAS GEHENNAM INFERN-  
AM!"

Tum ridens "Oculos," inquam,  
"attollis;

PILULA illa est, minime FOLLIS."

"Istud pro DI IMMORTALES excide!  
Si placet, eris dum mortuus, ride!  
Heus, VESPERTILIO, caece, ausculta:  
Quae tibi faciam ea sunt multa.  
Ego et tu exercebimus soli—  
Pilam amittere edepol noli!"

Nos modo CAUDAS GALLORUM MAR-  
TINI,  
Modo lagenas arcessimus, vini.

Over the crest of yonder fir-clad hill  
I'd go jump in the Tiber. Here, I  
say,  
Give me that mallet! Caddy, stand  
away!"

Preluding thus, the Top Card took  
his stance,  
Giving the "pill" a quick, contemp-  
tuous glance,  
Then swung the driver with terrific  
force,  
And—missed the ball a foot or two,  
of course.  
A caddy snickered, then discreetly  
blew,  
And Caesar after him the driver  
threw,  
With certain objurgations, warm  
and tinglish,  
That look less rude in Latin than  
in English.

I laughed and said, "You see, it  
takes some skill:  
You didn't keep your eye upon the  
pill.  
The striking surface, you'll observe,  
is small;  
It's not, Octavius, a soccer ball."

"Aw, cut that out, for love of  
Mike!" said he.  
"Laugh if you will—I grant it's one  
on me.  
Son of a bat!"—he called the nearest  
caddy—  
"We'll learn this game *alone*. Come  
on, my laddie;  
And if you lose this new ball in the  
rough  
What I will do to you will be  
enough!"

So off they went, while we the club  
bar found,  
And ordered dry martinis all around.

—By courtesy of  
the "Chicago Tribune" and the "Brothers of the Book."



# APPENDIX



## ANSWERS TO SOME COMMON OBJECTIONS TO THE STUDY OF LATIN

### 1. "It's too hard"

Perhaps it's not so hard as you think. Perhaps you are lazy and do not like to do anything that does not immediately interest you and so calls for an effort of your will. Anyone who has had much experience in life will tell you that very few things that are really worth while come easily. Do you know Herbert Spencer's famous definition of education: "to accustom myself to do the thing I know I ought to do at the time when I ought to do it, whether I feel like doing it or not"?

### 2. "It takes too much time"

This depends upon how much you think it is worth and the price in time and labor that you are therefore willing to pay. If you believe in it, you will not grumble at spending a fair amount of time upon it. If you are putting an exorbitant amount upon it, it is likely that you are not well prepared for it and ought to go back, or that you have not really learned how to concentrate your mind when you are studying.

### 3. "You forget it all, anyway"

This really is not an argument against Latin, unless you believe that education is solely a matter of learning facts which may be used in after life. Whether you remember the facts you learn in high school or college does not really matter. Very few men and women in middle life could pass an examination on the facts of physics, chemistry, or mathematics which they studied in school. (Ask the teachers on your faculty how much they remember about the actual facts of work in other departments.) But they may be none the less "educated" people because, while they were receiving "information," they were really going through a process of "formation," e.g., their faculties were being so trained that they can not only acquire knowledge when necessary, but make the most intelligent use of their powers in the various situations of life.

NOTE.—See introductory remarks in a pamphlet entitled "Practical Value of Latin," published by the Classical Association of the Atlantic States, to which the author is indebted for certain letters appearing on pages 5, 30, 95, 119, and 121 of *this book*.

**4. "It's a 'dead' language; nobody speaks it now"**

You mean that nobody actually speaks it in the form used by the Romans of Caesar's day. But does anyone today speak the English as it was used in the time of King Alfred? If you read the Lord's Prayer in the English of that day you could only understand six words.<sup>1</sup> We do not speak the English of Chaucer's time either. And yet English today is not called a "dead" language. We only say that it has *changed greatly* since the days of King Alfred and Chaucer. In the same way Latin has *changed* since the days of Caesar, but in its modern form (now called Italian, French, Spanish, Portuguese, and Roumanian—the latter a direct survival of the language of the Roman legions quartered in that country)—it is still 90 per cent Latin. Moreover, it is actually spoken to some extent in the Catholic Church of today. It is a much greater fallacy, of course, to say that Greek is a "dead" language when modern Greek is still so largely spoken.

**5. "It isn't practical; it doesn't help you to earn money"**

This sounds as though you thought that only the things which have a money value are worth having. But if you were to make a list of the things in life which are really fine, such, for example, as matters of character—loyalty, bravery, honesty, reliability, right habits of work, etc.—or a liking for beautiful music, a taste for good books, an admiration for great deeds or a reverence for things that are holy, you would at once realize that money plays a very small part, after all, in the real "riches" of the world; for some of the men who have had almost no money have had these treasures. The mere fact, then, that you cannot trade Latin for money, would not be an argument against it except in the case of the boy or girl who is pressed by immediate necessity of earning a living. If you are in this position, you are right about thinking that Latin is not a "practical" study for you.

<sup>1</sup>See Introduction to "A First Latin Book," William Gardner Hale, University of Chicago.

6. "I haven't time to take much Latin and a little of it isn't worth while"

But even a little will help you to guess the extent to which English words are indebted to Latin; it will give you, too, a training in grammatical relations which will help you in English expression and other language work and start you in habits of accurate thinking which are universally valuable; it will make Rome more than a mere name in your mind and will make you better able to profit by reading English translations since you will have some slight knowledge of the original language as a basis for your understanding.

7. "It's easier to read the translation and it's just as good"

Do you think the wrong side of a piece of embroidery is as effective as the right, or that you get as much from hearing Caruso on the Victrola as when you listen to him at the opera? Do you enjoy looking at a photograph of your friend as much as you do seeing him? And yet, except in a few cases, there is about the same difference in vividness between the translation and the Latin original. But you will not realize this until you have learned to know Latin well.

**LETTERS TO HIGH-SCHOOL BOYS AND GIRLS IN  
ANSWER TO THE QUESTION, "IN YOUR OPINION,  
IS THERE ANY PRACTICAL VALUE IN STUDYING  
GREEK AND LATIN?"**

"In my opinion the study of the Latin language and literature, if pursued in a living way, is an admirable training for the powers of perception, judgment, and imagination. It makes one of the best possible foundations for higher culture or for a professional education. I think that the change in the conditions and tone of modern life has made classical study not less but more important for everyone who wishes to have a well disciplined and efficient mind."—Henry van Dyke, Professor at Princeton University, February 3, 1913.

"I wish sincerely that my engagements made it possible for me to discuss the relation of Greek and Latin to practical life, but it is literally impossible for me to do so. I can only say that I have always felt that Greek and Latin underlay all genuine culture."—Woodrow Wilson, Princeton, N.J., February 5, 1912.

"In my judgment, a classical training is as important today in fitting a man for the affairs of life as it has been at any time since the sixteenth century: in some respects, I believe it to be more important."—Bliss Perry, writer and literary critic, formerly editor of the "Atlantic Monthly," February 5, 1913.

"Replying to your favor of 6th instant, I have a very strong belief that a thorough knowledge of elementary Latin is of much practical value to everybody in whatever walk of life he may be engaged. My own observation and experience has confirmed that impression very strongly. As a matter of fact, I very frequently have occasion to regret that I did not keep my own knowledge of the classics more actively brushed up."—George W. Wickersham, Attorney-General of the United States, Washington, D.C., January 18, 1913.

"I can only send you a brief and insufficient reply to your question by telling you a little of my own experience. I am a writer, and naturally have found a knowledge of Latin very useful

to me in the study of literature, and for such an acquaintance as I have with literature it is indispensable. I have traveled somewhat in the Mediterranean countries, and there, too, I found my Latin of great practical value. Then, again, in acquiring a knowledge of Italian and French, I found my Latin schooling was like an elementary training for modern Roman languages, and made my mastery of vocabulary, especially, very much easier and more rapid. These are the practical advantages that I have personally experienced from the eight years that, as a boy, I gave in part to continuous Latin study. But, after all, what I most value in the general result is the lifelong pleasure I have had in Latin literature and the sense of indebtedness I feel to the classics for that formative power both over my thought and its expression, which has been insensible in its operation. The classics are a part of my heredity—of my intellectual blood and bone.

“But I am only one man, and my profession as a writer sets me rather more apart from the body of educated men than usually happens in life; and, though I think a classical education great good fortune for a writer and indispensable to anyone who would live much in the past and realize the old tradition of wisdom and beauty in his own life and spirit, yet I should not think a man necessarily lost without it; I think it is the best of all educations for the free soul; but, on the other hand, I do not look on any education as essential to either human dignity or service, and there have been admirable forms of education without Latin.

“In brief, I think a classical education most serviceable in forming the mind and tastes of a boy who is to have the happiness of an intellectual or artistic life, or of some part in such a life by reading or travel or sympathy; but for technical or vocational training, or for purely commercial ends, and generally for what is sought as a thing of material use, I should not think that Latin mattered. On the other hand, I do not think that either translations, or the modern languages themselves, are a substitute for direct acquaintance with the older training.

“So I send you these few words, in lieu of any discussion, just to express my own view, as you ask it, based on my own

experience, and observation; but I should be far from wishing to impose my view on others or from seeming to give a decision. You and the other boys who have such matters to decide must look to your own natures and likes and aims, and then, with the help of older friends, perhaps, do the best you can. Latin is not the 'bread of life—one can live without it very well; but for the man of letters and for boys of that temperament, it is a good ration in the early barrack-years."—George E. Woodberry, writer, critic, and professor of English at Yale University, February 2, 1913.

"Unless one's estimate of life is entirely upon the basis of dollars and cents, there can be no question as to the advisability of pursuing such studies as tend to culture intellectual development. The study of the classics qualifies one to enjoy the fine things that this, as well as other ages have produced. It is also a useful training in the development of capacity for achievement, which, in short, is the end and aim of all educational instruction."—Herbert E. Hadley, ex-Governor of Missouri, April 9, 1913.

"Personally, I believe that the striving for immediate ends is a poor conception of education and that we ought to have faith enough to look ahead and educate for the larger life to come. Least of all do I think that young people can be judges of what is advantageous in the long run."—J. M. Taylor, President of Vassar College, May 23, 1913.

"Speaking for myself, I should look upon life without the memories and the pleasures that gather around and grow out of a study of the Classics as existence in an intellectual desert."—Nicholas Murray Butler, President of Columbia University.

## **THE LARGER MEANING OF THE TERM "PRACTICAL" AS APPLIED TO EDUCATION \***

There are two ideas of the meaning of education current today in America. According to one, education should be concerned with immediate usefulness; it should prepare a boy to earn money at once. From this viewpoint the practical studies are those that give him the information which he is to use immediately in his business. These are known as "vocational" studies, of which bookkeeping and stenography are examples. According to the other view, education should not be concerned primarily with preparation for earning money, though it must include this ultimately, but rather with the developing of the individual so that he may know how to live as well as how to make a living. Looked at in this way, all studies that tend to "form" a man rather than "inform" him are practical. It is upon this broader idea of the word that the claims of Latin as a practical study mainly rest. However, as this Exhibit shows, it is really practical, to a certain extent, in the narrower sense also. For not only does it not prevent one from making money, but on the contrary, it actually makes his chances better in the long run, while at the same time affording him a training which will make his life apart from his business career far richer and broader than it would otherwise be.

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"I am profoundly convinced that the only practical education is the one which aims directly to the training and enlarging of the mind. The most practical gift we, as teachers, can present to our students by means of which they may be able to win their way in the world is the power of thought. If we can teach our students how to think, we have taught the secret of 'practical' success."—John G. Hibben, President of Princeton University. Letter to student, February 12, 1913.

"I will preface what I have to say in regard to the term 'practical' as applied to education with the observation that in each of our conscious moments we are engaged in one of three kinds of activity: namely, those of (1) our work, (2) our social

\*For an able discussion of this point, see an article by W. C. Bagley in "School and Home Education" for March, 1914, entitled Fundamental Distinctions between Vocational and Liberal Education.

relation, (3) our leisure. Education that does not make an effective workman is defective, but equally so is education that does not produce an intelligent and effective citizen and neighbor, and again, equally so is education that does not prepare one to make an appropriate use of his leisure. The term 'practical' should be interpreted in the light of that observation. It is an obvious mistake to hold that the only practical aims of education are those that are expressed in economic terms. To put it in another way, the production of a skilled workman is not the only practical end of education."—Nathaniel Butler, Professor in the School of Education, University of Chicago. Letter to author, March 19, 1913.

"There is no word more grotesquely misused in educational discussion than the word 'practical.' In any proper sense of the term, 'practical education' is that which does most for the enlargement of life by extending its interests, intensifying its powers, and deepening its sympathies. For these ends, the pursuit of historical and literary studies is incomparably more 'practical' than any other. In my opinion, the study of Greek and Latin stands in the very front rank of 'practicability,' and it is enough to make the angels weep to see such things as bookkeeping and cooking and carpentry seriously considered as being of anything like equal importance with classical and other humanities."—William Morton Payne, LL.D., Writer for "The Dial." Letter to student, February 15, 1913.

"What kind of education makes people most efficient for general purposes? Honestly answering this, though I am myself professor of a radical and practical subject, I am bound to say that purely practical considerations go far to justify the old system of classics and mathematics in comparison with anything newer."—Barrett Wendell, Professor of English, Harvard University, "The Privileged Classes," p. 168.

"As a time-saver and as a sure road to the topmost round of all things that require strong, critical, and clear thinking, I would urge the patient and untiring study of the Greek and Latin languages."—James R. Day, Chancellor of Syracuse University.



## **A "PRACTICAL" END OF EDUCATION LIES IN ENJOYMENT OF THE POWER OF THINKING**

President Meiklejohn of Amherst College in defining the aim of a liberal education says that the man who has been trained to think has a constant source of joy and satisfaction. May this not be quite as "practical" an end of education for the boy removed from immediate necessity for earning money as one that looks mainly to utilitarian ends? He writes as follows:

"When the man of the world is told that a boy is to be trained in thinking because of the joys and satisfactions of thinking itself, just in order that he may go on thinking as long as he lives, the man of the world has been heard to scoff and to ridicule the idle dreaming of scholarly men. But if thinking is not a good thing in itself, if intellectual activity is not worth while for its own sake, will the man of the world tell us what is? There are those among us who find so much satisfaction in the countless trivial and vulgar amusements of a crude people that they have no time for the joys of the mind. There are those who are so closely shut up within a little round of petty pleasures that they have never dreamed of the fun of reading and conversing and investigating and reflecting. And of these one can only say that the difference is one of taste, and that their tastes seem to be relatively dull and stupid. Surely it is one function of the liberal college to save boys from that stupidity, to give them an appetite for the pleasures of thinking, to make them sensitive to the joys of appreciation and understanding, to show them how sweet and captivating and wholesome are the games of the mind. At the time when the play element is still dominant it is worth while to acquaint boys with the sport of facing and solving problems. Apart from some of the experiences of friendship and sympathy I doubt if there are any human interests so permanently satisfying, so fine and splendid in themselves, as are those of intellectual activity. To give our boys that zest, that delight in things intellectual, to give them an appreciation of a kind of life which is well worth living, to make them men of intellectual culture—that certainly is one part of the work of any liberal college."—"Amherst Graduate Quarterly," November, 1912, p. 61.

## WHAT IT MEANS NOT TO KNOW LATIN

"But to have had no Latin at all practically means that you do not know the logic or understand the categories of general grammar and those forms of language which are at the same time forms of thought; that you do not know and cannot safely learn from a lexicon the essential and root meanings of English vocables, and can therefore neither use them with a consciousness of their prime sensuous force nor guard yourself against mixed metaphor; that you are mystified by the variations of meanings in like Latin derivations in Shakespeare, the Romance languages, and modern English; that you have no historic feeling for the structure of the period which modern prose inherited from Isocrates through Cicero; that the difficulty of learning French or Italian is tripled for you, and the possibility of really understanding them forever precluded; that you have no key to the terminology of science and philosophy, to law and international law Latin, and Latin maxims, druggists' Latin, botanists' Latin, physicians' Latin; that you cannot even guess the meaning of the countless technical phrases, familiar quotations, proverbs, maxims, and compendious Latin formulae that are so essential a part of the dialect of educated men that the fiercest adversaries of the classics besprinkle their pages with misprints of them; that you cannot study the early history of modern science and philosophy, or read their masterpieces in the original texts; that Rome is as remote for you as China; that Virgil, Horace, and Cicero are mere names; that French literature is a panorama without perspective, a series of unintelligible allusions; that travel in Italy loses half its charm; that you cannot decipher an inscription on the Appian way, in the Catacombs, in Westminster Abbey, on Boston Common, or on the terrace of Quebec, or verify a quotation from St. Augustine, the Vulgate, the Mass, Bacon, Descartes, Grotius' *On War and Peace*, or Spinoza's *Ethics*, to say nothing of consulting the older documents of English law and institutions, the sources of the civil law, on which the laws of Europe and Louisiana are based, the *Monumenta Rerum Germanicarum*, or Migne's *patrologia*, or reading

a bull of the Pope or a telegram of the German emperor; that, not to go back to Milton and the Elizabethans, who are unintelligible without Latin, you cannot make out the texts from which Addison's Spectator discourses, you do not know half the time what Johnson and Boswell are talking about; that Pope and all of the characteristic writers of the so-called Golden Age are sealed books to you; that you are ill at ease and feel yourself an outsider in reading the correspondence of Tennyson and Fitzgerald, or that of almost any educated Englishman of the nineteenth century, and even in reading Thackeray's novels; that half of Charles Lamb's puns lose their point; and that when "Punch" alludes to the pathetic scene in which Colonel Newcome cried "absit omen!" for the last time, you don't see the joke.—Dr. Paul Shorey, University of Chicago, in The Case for the Classics, "School Review," November, 1910.

NOTE.—The extensive bibliography of the subject given in footnotes to the above article is invaluable to the classical teacher.

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